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ABSTRACT

The plan for the University of Mid-America to establish the autonomous, fully accredited American Open University (AOU) is presented. AOU, a university for working adults who wish to study part-time, will utilize modern communications technologies and methods of distance education. The American Open University will be a nationwide system that will provide educational opportunities for adults who are unwilling or unable to participate in conventional programs. The AOU programs will supplement those of conventional institutions by providing a curriculum for each degree that students can complete through testing and transfer services along. A program of AOU-sponsored instruction will be offered in each degree program for students requiring additional course work to complete the degree. These courses will be made available to students through innovative delivery techniques that utilize the mails, various communication media, and the network of local study centers created by AOU. AOU will award credit for learning through transfer of credits from other institutions, through standardized examinations, and through assessment of learning from experience. Credit will also be awarded for military occupation specialities and for noncollegiate courses approved for credit by the American Council on Education. It is argued that American adults need continuing access to educational opportunities so that they can keep pace with the changes in society. A summary of AOU programs and services is attached. (CC)

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PLAN

for the

AMERICAN OPEN UNIVERSITY

July 1981

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Lincoln, Nebraska

UNIVERSITY OF MID-AMERICA

Abstract

American Open University

Plan

The University of Mid-America, a private, not-for-profit educational institution, will establish the American Open University to serve adult learners throughout the United States.

This new institution will be autonomous and fully accredited and will award its own credit and degrees. It will complement and supplement the programs of existing colleges, and it will be uniquely oriented to meet the needs of working adults who wish to study part-time.

The American Open University will operate cost-effectively through the use of modern communications technologies and other methods of distance education. This extraordinary efficiency will enable the American Open University to operate without dependence on continuing federal or state subsidies, and at costs that working adults can afford. After an initial development period, the American Open University will be self-supporting.

A phased approach will be employed in the creation of this institution. Phase I, which will commence on September 1, 1982, will emphasize the transfer of credit from existing colleges and universities and the use of widely available standardized tests and similar forms of assessment. In Phase II, the American Open University will add its own media-enhanced instruction and develop a nationwide technology-based delivery system. A wide array of student support services will be an integral part of all AOU programs.

Funding for the creation of the American Open University is being sought from a variety of sources.

Donald R. McNeil, President
University of Mid-America
Terminal Building
941 "O" Street
Lincoln, NE 68508

Telephone 402/474-2300

ADULT LEARNERS should have educational programs that accommodate a variety of academic, employment, and personal backgrounds.

ADULT LEARNERS should receive recognition for their college level learning regardless of the time and place of its attainment.

ADULT LEARNERS should be provided accredited educational opportunities that are accessible and attainable during the course of everyday employment and personal responsibilities.

ADULT LEARNERS should have the right to choose among educational goals and the means to attain them.

ADULT LEARNERS should receive the financial aid and noninstructional support required to achieve their chosen educational goals.

ADULT LEARNERS should be represented on those councils and organizations which affect and determine national educational policies.

ADULT LEARNERS should be afforded the economies of time and number that technology can offer to education on a national scale.

ADULT LEARNERS should have educational programs that are founded on professionally and academically accepted levels of competence.

American Open University

' ' '

Plan

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CHAPTER 1

FUNCTIONS AND SERVICES OF THE AMERICAN OPEN UNIVERSITY

The American Open University is designed to serve the educational needs of working adults. This nationwide institution will be fully accredited and capable of awarding its own credit and degrees. Its programs will be offered to adult students at a cost they can afford. It can be created at a reasonable cost and after a start-up period will operate on a self-sustaining basis. It will operate more cost-effectively than other existing institutions of higher education.

The plan for creation of the American Open University calls for two phases of implementation. During Phase I the AOU will maintain a credit bank for the benefit of learners, employers and other colleges. It will offer credit for learning gained through other accredited institutions, through the military, or through assessment of learning gained by experience. This first phase of operations can be instituted quickly and at low cost.

Phase II operations will give the AOU the capability of providing instruction directly to the adult learner at home, at work and in the community. AOU will work cooperatively with other institutions and with employers to serve new learner clienteles; it will help adult learners cope with other institutions and assess their own capabilities and potential; and it will remove such barriers as entrance and residency requirements and the inability to transfer credit.

The American Open University will rely upon proven techniques and methods of education, utilized in a new combination and with a nationwide scope. Credit banking, assessment of life experience and the use of technology for distance learning have all been proven effective in other programs; AOU will

utilize them in an efficient nationwide system to provide educational opportunities for adults who are unwilling or unable to participate in conventional programs.

The AOU will not duplicate or compete with the programs of existing institutions; rather, it will serve a new clientele, bringing them into the educational world that has been closed off to them. The programs of the AOU will supplement those of conventional institutions, and the AOU will develop cooperative relationships with any organization that can help to serve adult learners more effectively.

Subject to change and growth, the AOU will have the structure and functions described below. More specific operational assumptions of the American Open University are discussed in detail in Chapter 3.

Organization

The American Open University will be an independent and free standing educational institution capable of awarding its own credit and degrees. It will be accredited by the appropriate regional accrediting associations and will be licensed by the individual states as necessary and appropriate. It will be governed by a Board of Trustees drawn from across the nation and representing higher education, business, labor and other constituencies with an interest in adult education. The AOU will operate as a not-for-profit corporation in accordance with the regulations of the Internal Revenue Service and the laws of the state in which it is chartered. The following description of the American Open University assumes full (Phase II) operations; not all features are required for Phase I.

Physically, the American Open University will consist of three distinct but closely related facilities. At its heart will be a corporate and academic headquarters staffed by central administrative, academic, and computer support personnel. Eight regional administrative and academic offices

will be responsible for operation of the degree programs within their region of the country. The regional offices will be staffed with 20-25 full-time academic and administrative personnel. Part-time tutoring and advisory personnel will be recruited by the regional offices to assist with AOU course delivery.

A network of local study centers will be established; it will grow with increasing enrollment, at a rate of approximately one center per thousand enrollees. The study centers will be staffed by general tutors and counselors recruited from local institutions on an overload basis, from the business and professional community as adjunct faculty, or from libraries or other local institutions.

The study centers will serve as the front line of AOU's involvement with students: the study centers will deal with day-to-day student inquiries, handle enrollments and other administrative procedures, facilitate contact between students and the regional and central offices, provide a place to review media components and other course materials, serve as a meeting place for students and course tutors and faculty, and generally provide the face-to-face contact upon which many learners rely for support.

All AOU operations will be directed from central headquarters; all course offerings will originate there, and student records will be compiled, stored and reviewed centrally. The Regional Centers will report to appropriate administrative, academic and learner services departments of the central headquarters. Study Centers will report to the Regional Center in their area, and only indirectly to the central headquarters.

Functions

The major functional components of the American Open University are Degree Programs (including Testing and Transfer Services and Instructional Services), Non-Degree Programs, and Learner Support Services, as illustrated on the following chart:

AMERICAN OPEN UNIVERSITY

Degree Programs

Testing and Transfer Services

1. Transfer credit from other accredited institutions
2. Examinations
   a. Existing
   b. Developed for AOU
3. Assessment of college-level learning from experience

Instructional Services

1. Computer-managed independent study
2. Media-enhanced independent study
3. Computer-based instruction

Non-Degree Programs

1. Training for business and industry
2. Basic skills for adults
3. Continuing professional education
4. Leisure/recreational/ enrichment

Learner Support Services

1. Educational information
2. Counseling
3. Admissions
4. Portfolio development
5. Advising
6. Student aid
7. Diagnostic procedures
8. Help with self assessment

Degree Programs

Each AOU degree program will be developed and monitored by a governing faculty drawn primarily from existing colleges and universities. AOU faculty members will be responsible for the academic decisions relating to the degree program: they will continuously monitor the degrees, to insure high academic standards and program effectiveness; they will put their names and reputations behind the program to assure academic credibility; and they can expect to

be called upon to explain their decisions to the academic community and to society at large. They will participate fully in developing self-studies and other reports needed for regional accreditation and state approval.

The faculty-approved curriculum for each degree will be capable of being completed by the student through testing and transfer services alone. A program of AOU-sponsored instruction will be offered in each degree program for students requiring additional coursework to complete the degree. These courses will be made available to students through innovative delivery techniques that utilize the mails, various communication media and the network of local study centers created by AOU.

Testing and Transfer Services. Testing and Transfer Services constitute Phase I of AOU operations, and form the basis for full operations in Phase II. It is anticipated that most AOU students will have already had creditable postsecondary learning experiences through previous college credit, work experience or volunteer activities. AOU will award credit for such learning through transfer of credit from other institutions, through standardized examinations and through assessment of learning from experience. Credit will also be awarded for military occupation specialties and for non-collegiate courses approved for credit by the American Council on Education. The AOU faculty will be asked to approve for credit such existing standarized examinations as those available from the College Level Examination Program and the American College Testing - Proficiency Examination Program, as well as Graduate Record Examinations in selected areas and testing developed by the military. In content areas where no satisfactory tests exist, AOU will develop either examinations or independent study materials. AOU will also develop methods for assessment of college-level learning from experience on the basis of actual results rather than mere exposure to the opportunity

to learn. The AOU will provide the means for qualified students to meet degree requirements entirely through assessment.

Instructional Services. Instruction will be made available in the home through independent study courses, some of them supplemented with media components (video, radio, audiocassettes). The delivery system for both courses and services will deploy technologies and people in such a way as to provide prompt responses to learner needs and inquiries. The AOU will deliver instruction predominantly in pre-produced self-instructional courses that use a coordinated media system (print, radio and television, computers). All courses will be computer-managed, regardless of which media are used for instruction. Most lessons can be completed by the learners at home, though some courses may require occasional visits to a study center to view a videocassette or disc or to complete a computer-assisted lesson. Advising and tutoring will be available to the student by telephone or mail, by an interactive computer linking the study center with AOU headquarters or in face-to-face meetings with AOU instructional faculty at the study center. AOU-sponsored instruction will use technology to foster accessibility and efficiency, but it will retain the sense of humanity too often lost in technological enterprises.

Non-Degree Progams

The AOU plans to offer non-degree programs in four general categories: (1) training for business and industry, (2) basic skills for adults, (3) continuing professional education, and (4) leisure, recreation and cultural enrichment. Content areas will be selected on the basis of particular need.

Learner Support Services

A key element of educational access for adults is the provision of information about educational opportunities and of counseling services that help them

to assess their skills and objectives and match them with an appropriate learning plan. The AOU will provide such services through self-guided materials (print, videotape, interactive computer) supplemented by a decentralized and personalized two-way communication system.

A person near a study center might visit it frequently for meetings with a counselor or group sessions with other adults; a student in an isolated area might rely more heavily upon telephone or written contact.

Among the first priorities of the American Open University is the development of a means for adults to assess their own educational goals and objectives, their present educational status, and their strengths and weaknesses in various academic areas. This service will assist the learner in drawing up an educational plan, in developing a portfolio of prior learning experiences to claim for credit and in diagnosing particular academic strengths or deficiencies. Other support services to enrolled students will also be provided through a combination of packaged materials and individual assistance.

Student Paths

Perhaps the best way to define what the American Open University will be is to look at it from the perspective of the student. In contact with the AOU prior to enrollment, prospective students will have access to a variety of ways to accomplish two objectives: (1) obtain information about the AOU and other learning opportunities, and (2) receive guidance through a self-assessment process. Enrollment will take place by mail, by telephone or by computer via the terminal at the local study center.

A student with prior learning to be validated will first deal with the testing and transfer services component. Working with a resource person or with self-guided materials, the student will develop a plan for credit validation, including presentation of transcripts, taking standard examinations,

preparing for specialized examinations or presentation of documentation of non-collegiate learning. Some students will be able at this point to demonstrate that they have completed the requirements for an AOU degree, and thereupon be graduated. Others will have consolidated their past learning so that their additional requirements for a degree are clarified.

Students needing additional credit may proceed in several ways. They might study independently, with no instructional assistance from the AOU, validating their learning periodically through testing or other means. They might enroll in AOU-sponsored courses or take courses at other institutions as convenient and appropriate to the degree requirements. In any case, the Testing and Transfer Services will provide a continuing measure of progress toward the degree and a final checkpoint to certify that all requirements have been met.

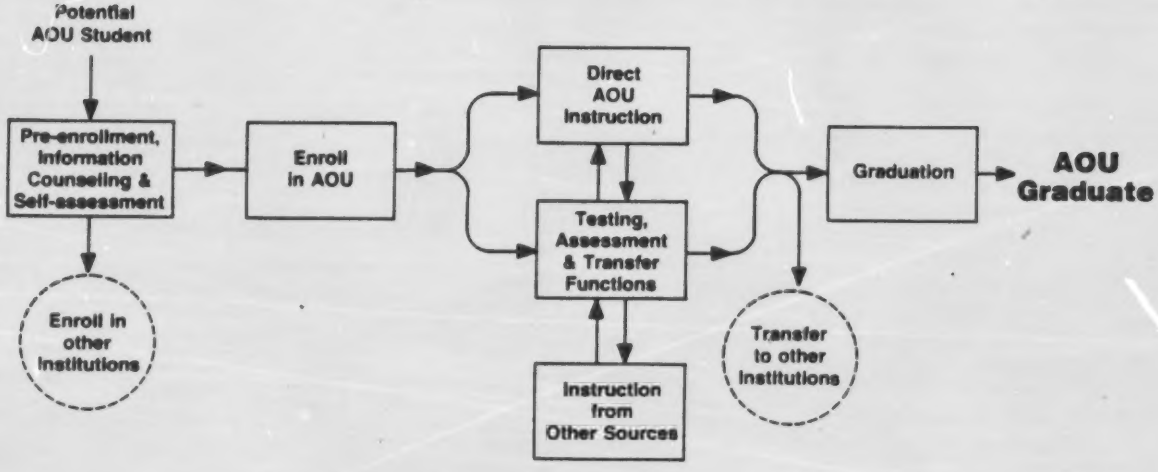
The student enrolled in AOU courses will encounter various delivery systems. For example, the student might enroll in an independent study course managed by computer. The course material would include a set of audiocassettes if appropriate, but beyond that would utilize media or computers only for optional exercises--perhaps two television programs on special subjects to be viewed on monitors at the study center, or a computer-based tutorial program in a math or science course. The student would receive a home-study packet with assignments, reading materials and self-assessment exercises. Periodic assignments would be mailed to the AOU for computer scoring and rapid response by mail, or the student might go to the study center to take these exercises on an interactive computer for immediate response. A course tutor would be available at the study center or by telephone or mail for special assistance.

Another course might be media-based. The format would still permit independent study and would be computer-managed, but the media component of the course would no longer be optional. In the case of a television-

based course, the student would either go to the study center to view the lessons, or watch them at home if local broadcast arrangements were made. Testing and tutoring would be provided by mail and at the study center. In a computer-based course, the majority of the student's contact with the AOU would be through a computer terminal in a study center, or perhaps on a home microprocessor. Tutoring, testing and scoring could all be accomplished on the computer, with instantaneous response to the student. Face-to-face tutoring would be available if required at the study center.

The following chart illustrates the various student paths through an AOU degree program.

AOU Student Paths



CHAPTER 2

MISSION AND GOALS OF THE AMERICAN OPEN UNIVERSITY

The American Open University will be a freestanding, independent, not-for-profit organization which capitalizes upon the strengths of existing programs and integrates several proven techniques in order to provide expanded learning opportunities for American adults. The basic orientation of the new organization is expressed in its mission statement:

> The mission of the American Open University is to assist adults in achieving educational, personal, and career goals by offering high quality and cost-effective educational opportunities that are specifically designed for adults and are responsive to individual and emerging social needs.

Four goals will guide the Trustees and staff of the American Open University toward fulfillment of its fundamental mission. The following paragraphs discuss the four goals in turn, providing explanatory comments and indicating program priorities under each goal. The full statement of Mission, Goals and Objectives is found in Appendix A.

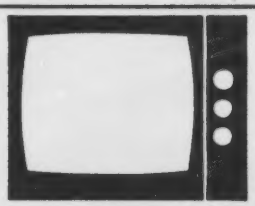
> Goal A. The American Open University will develop educational services for adults who seek alternatives to commonly available forms and methods of postsecondary education.

While it is the ultimate aim of the AOU to offer a variety of credit and noncredit programs, the initial effort will be to develop undergraduate degrees. The first degree offered will be a Bachelor's degree within an Arts & Sciences curriculum. The faculty for this degree will establish the general academic requirements for AOU degree programs, and the curriculum will establish content areas for the general education component of other AOU degree programs. The second degree offered will be a Bachelor of Science in Business, the area most in demand among adult learners. Subsequent degree programs will be

developed in areas of emerging social need, such as Communications and Technology. As resources permit, one or more additional degree programs will be added at the undergraduate or graduate levels, and a range of non-credit courses will be developed and delivered to meet the adult's need or desire for knowledge in a variety of continuing education and non-academic areas.

The educational programs of the American Open University will be designed specifically for part-time adult students, providing services tailored to their wants, needs and learning styles at times and places convenient to them and at a cost they can afford. The AOU will be designed to eliminate as many of the educational barriers faced by adults as possible: e.g., they will be able to pursue a degree program on a part-time basis, to complete their classwork on a flexible schedule at convenient locations. to continue their studies anywhere in the country, and to make maximum use of credit earned elsewhere.

USE OF TECHNOLOGY IN AOU

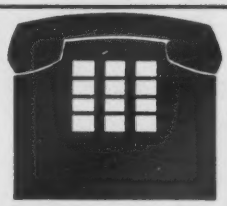


TV-Video

Instruction

Tutoring

Conferencing/Meeting



Audio-Voice Telephone

Instruction

University Administration
Counseling
Tutoring
Registration

Conferencing/Meeting

Computer

Instruction
Student Management
University Administration
Counseling
Tutoring
Registration
Inventory Control
Shipping/Receiving
Conferencing/Meeting

Since a key element of educational access for adults is the elimination of barriers of time and place, the AOU will maintain a role as a national leader in the development of and experimentation with new instructional methodologies and technologies. This will require a considerable research capability and a commitment to continuing renewal and improvement.

Goal B. The American Open University will deliver educational services nationwide to adult learners by a variety of methods.

The American Open University's learner audience will be geographically dispersed across the country, in both urban and rural areas. Most learners will be employed full time, either in the home or in jobs at a distance from the campus. Thus classroom education, or any mode of education that requires regularly scheduled attendance at a fixed location, must be the exception rather than the rule in the AOU's offerings. Admissions policies will be non-restrictive, and there will be no residency requirements. Transfer of credit and testing out of content areas will be encouraged for qualified students. A variety of instructional modes will be used, as appropriate to the learning styles of the target audience and the technologies employed for delivery. While the computer and other media will be used extensively for the delivery of instruction and services, their use will be designed so as to personalize the learning experience. Learners who wish to take credits at conventional campuses and transfer the credit to their AOU program will be encouraged and assisted. In short, the AOU will be an institution dedicated to removing barriers to adult participation.

Goal C. The American Open University will emphasize learning outcomes in its academic programs.

The American Open University will assure the quality of its degrees and credits by certifying educational results, rather than mere exposure to the opportunity to learn. Each course will have clearly-specified

objectives, and assessment will be carried out in terms of these objectives; transfer credits will be carefully evaluated; and assessment measures will be adopted or devised for the evaluation of prior learning. All AOU offerings and degree programs will be continuously monitored, and a consistently high level of quality will be maintained across all programs.

Goal D. The American Open University will serve as an advocate for the improvement of opportunities for adult learners.

The American Open University will serve as a focal point for activities on behalf of adult learners. The AOU will work with business and labor groups, civic organizations, and special interest groups of all sorts that are concerned with issues of educational access and quality, to improve educational opportunities for adults. The AOU will build relationships with existing educational institutions to help eliminate barriers to adult participation and to assure the uniformity of quality of AOU products and services with those provided by conventional institutions. To help assure that adult students are treated equitably in national and state governmental rulings, and are given equal access to public support for their education, the AOU will serve as an advocate for adult learners in the formulation of public policy.

CHAPTER 3

OPERATIONAL MODEL FOR THE OPEN UNIVERSITY

If the AOU is to succeed, it must have more than a vision; it must have specific plans that will enable it to operate efficiently and to achieve a stable financial equilibrium. Accordingly, we have identified those core elements which (1) will provide new opportunities for American adults and (2) can be delivered within the near future. After discussions with administrators of other nontraditional institutions, accrediting agencies, and leaders from all segments of American higher education, as well as our own cost analyses and development of financial models, we are planning to create an institution with the elements and characteristics described in this chapter. This description does not necessarily represent the final form the AOU will take; for as the goals and objectives specify, the organization will have an ongoing commitment to innovation, particularly in the use of new technology for the delivery of educational products and services. Rather, the system for providing new opportunities described herein represents what can and should be accomplished now.

The model presented below describes the operation of the American Open University over the next several years. The model establishes operating conditions that seem to be reasonable and attainable as a set of assumptions. It then proceeds from these assumptions to describe the interactions of the various parts of the system. The model is described below in terms of enrollments, instructional programs, expenses and income. In each section, the major assumptions are stated and discussed, then the data is presented in tabular form. All dollar figures in the model are stated in 1981 dollars;

no inflation factor is built in. The general assumptions upon which the model is based are:

1. The American Open University will initiate operations as a nationwide degree programs by testing and transfer in the fall of 1982.

2. AOU will offer distance instruction for degree credit beginning no later than the fall of 1984.

3. All AOU degree programs will be accreditable by the North Central Association.

4. The AOU will initially offer Baccalaureate degrees in Arts and Sciences and in Business. Each degree will require completion of the equivalent of 120 credits.

The specific assumptions for projections of enrollment, instructional programs, expenses and income are:

Enrollments

1. The AOU will enroll 1,000 students in FY 82 (a partial year), 10,000 in FY 83, and 12,000 in FY 84. Thereafter, enrollments will increase at 10% per year.

2. The average student will be awarded 60 credits upon or shortly after enrolling in AOU, mostly transfer credit from other institutions.

3. The average student will complete the remaining 60 credits through a combination of testing and transfer, and AOU instruction, in a 50/50 mix.

4. The average student will accumulate 20 credits per year, completing the degree in three years.

5. On the average, 10% of each class will drop out each year, yielding an attrition rate for the average 3-year stay of 27%.

The initial clientele of the university consists of adults who have previous college level experience and who need and desire a college education. Most of these students are employed, or plan to enter or reenter the work force; most have family and community responsibilities which preclude their participation in traditional programs. This group includes a large proportion of women who had some college before starting a family. Most of them are 25-44 years of age; they tend to be "good students" and complete their programs of study more rapidly and with a lower attrition rate than the average college

student. They are often already acquainted with nontraditional instruction and are comfortable learning "at-a-distance."

For the purpose of the financial models and projections in this proposal it is assumed that the average student will enter the AOU with 60 credits of college-level study from other sources. The experience of other nontraditional programs for adults (e.g., Empire State and the New York State Regents External Degree Program) indicates that this average holds for their enrollees. These credits will be entered on the student transcript upon enrollment. Thus the average student will have 60 credits to complete through AOU coursework, testing or transfer of credits from other institutions.

The average student will have work or family responsibilities which preclude full-time studies. But since we are dealing with a highly-motivated clientele, and since the primary purpose of enrollment is assumed to be completion of a college degree, the average student will work continuously on a part-time basis toward this goal. Furthermore, since the typical adult student can draw upon a wealth of work and life experience, we assume that the average student will be able to complete approximately half of the remaining 60 credits through testing, transfer of credit from other programs or credit granted for life experience. For these reasons it is assumed that the average student will complete 20 credits per year and will complete the AOU degree program in three years. Data from other adult external degree programs, while not strictly comparable, indicates that average completion times are significantly shorter in these programs.

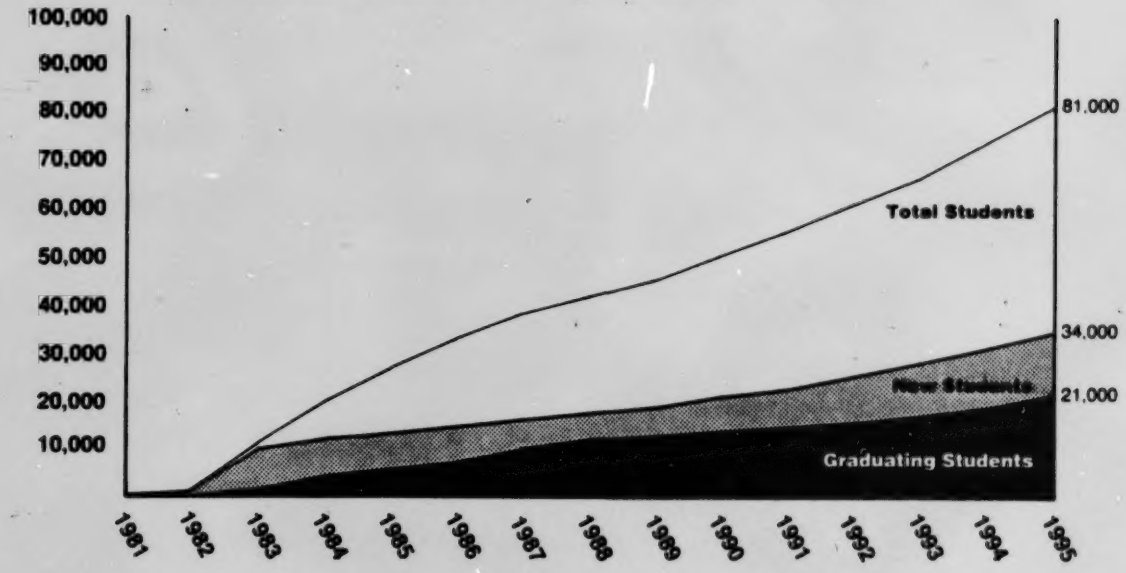
Although estimates of the potential market vary widely, the experience of operating external degree programs indicates that our projection of 12,000 new enrollees in 1984 and a 10% per year increase through the end of the century is not unreasonable. The ACE Guide to External Degree Programs indicates that, even with the fragmented and local programs now available,

over 100,000 adults were enrolled in undergraduate external degree programs in 1979.

The anticipated attrition rate of 10% per year yields an average graduation rate (after a three-year stay) of approximately 73%. While reliable figures for degree completion are difficult to find, a recent ETS study reported attrition rates at four-year colleges ranging from 10 to 35% (i.e., graduation rates of 65 to 90%). A 1978 study indicated a 70% completion rate. Thus the figure used in the model would seem to be within the proper range.

The following graph depicts the growth of enrollments in the AOU through 1995; the primary enrollment model based upon the assumption is found on the following page.

PROJECTED ENROLLMENTS, 1981-95



ENROLLMENT

Year	Ent.	Cont.	Grad.	Total
1981	--	--	--	--
1982	1,000	--	--	1,000
1983	10,000	900	1,800	10,900
1984	12,000	8,010	3,780	20,010
1985	13,200	14,229	5,778	27,429
1986	14,520	18,908	7,814	33,428
1987	15,972	22,272	9,907	38,244
1988	17,569	24,512	11,016	42,081
1989	19,326	26,857	12,118	46,183
1990	21,258	29,447	13,330	50,705
1991	23,385	32,305	14,663	55,690
1992	25,723	35,458	16,129	61,181
1993	28,295	38,934	17,742	67,230
1994	31,125	42,765	19,515	73,890
1995	34,237	46,985	21,468	81,223

Instructional Programs

1. The AOU will offer instruction for each degree program.
2. The AOU offerings will be a mix of courses produced by the AOU and courses acquired from other developers.
3. The first AOU degrees will be Baccalaureates in the Arts & Sciences and in Business.
4. The typical course for the Arts & Science degree will be computer-managed independent study, with a media component.
5. The average cost of an AOU-developed course will be $450,000.
6. The average cost of an acquired course will be $40,000.
7. Courses will require revision or replacement in 6-7 years.
8. Revision costs will be half the development costs.
9. Instructional faculty will be retained on a course-by-course basis; tutors and advisors will be recruited regionally, to meet with students at study centers in their area. Wherever possible, the computer or other media will be utilized for tutoring and advising.

To serve students properly, the American Open University must offer a sufficient number of courses to allow these students to earn all required credit through AOU sponsored instruction. Since neither the timeline nor the resources will allow for the development of a complete range of new courses, the AOU must augment the courses it develops with courses acquired from other institutions and adapted to meet AOU's requirements. All foreseeable degree programs will offer a combination of acquired and AOU-developed courses. AOU will also seek cooperative agreements with other producers and users of distance learning materials for exchange of materials, cooperative production, and reciprocal arrangements for serving students.

At the time the AOU begins to offer instruction (FY 1984), the model projects that 55 courses will have been produced or acquired, for a total of 165 credit hours. In subsequent years the financial model indicates that it will be possible to produce/acquire courses at the rate of 45 credit hours per year through FY 1987, when replacement of acquired courses would slow

the rate of adding new material. At this point, 300 credit hours would be available.

The model assumes that the typical course will be a computer-managed independent study course, with media components varying according to subject appropriateness. The typical 3-credit course will include 15 lessons of independent study materials, with textbooks and study guide, a set of audiocassettes, and an average of two optional computer-based or television-based lessons available at the study center. These numbers are averages; courses may include more or fewer audio, video or computer-based materials as the subject matter warrants, and some will have none.

All cost assumptions are based upon UMA's extensive experience in the development of distance learning materials and that of other producers. It will require, on the average, $450,000 to develop a high quality 3-credit course with these characteristics. It will require, on the average, $40,000 to acquire and adapt a similar high quality course. Course revisions, which must be carried out after six or seven years, generally cost about half as much as the initial development. In the case of acquired courses, new courses will be acquired as the original courseware becomes outdated.

Faculty for AOU course offerings will be recruited from existing institutions. They will be available to students on a limited basis by telephone, mail or interactive computer, and infrequently in face-to-face meetings at study centers. Tutors and advisors will be recruited in each of the eight AOU regions to serve students in their area. Wherever possible, routine tutorial materials will be developed for the computer, thus lessening the amount of face-to-face tutoring required.

Expenses

1. Academic development costs include core academic staff, faculty consultants, supplies, services, communications and travel.

2. Courses developed by the AOU will cost an average of $450,000; acquired courses will average $40,000; the average lifetime of a course is six years; revision costs will be half of development cost; acquired courses will be replaced rather than revised.

3. Direct student costs include printed materials, communications costs, records storage, tutoring and advising, study centers and regional centers.

4. Promotion and Materials Development includes development of brochures and catalogues. All study materials and guidance and advising materials are included in Direct Student Costs.

5. Computer costs include hardware at $3.5 million (amortized over 20 years), administrative software development costs at $3.5 million (spread over three years) and ongoing operating costs of approximately $1.5 million per year.

6. Administrative costs include the Chief Executive Officer and core non-academic staff, supplies, services and travel.

7. Indirect costs include the salary of the Corporate Treasurer and business and financial staff, rent, utilities, legal and accounting fees. Indirect costs are calculated at 15% for FY 82 and 83, 20% thereafter.

The Academic Development budget supports all academic staff and operations of the University. This budget also includes the administration of degree programs, including a Dean for each program plus honoraria and travel expenses for the governing faculty for each degree.

Course Development and Acquisition was discussed in some detail under Instructional Programs above.

Direct Student Costs are the variable expenses of serving enrollees. The majority of these costs are fixed on a per student basis, assuming a higher level of activity as enrollments increase. The model assumes one study center per thousand students at a cost of $37,000 per year; thus the cost per student for study centers is $37. Communications are $12 per student per year, computer storage of student records $8. Materials are $15 per student in FY 82 and 83, increasing to $44 in FY 84 and thereafter. Tutoring and advising costs are $15 in FY 82 and 83, increasing to $40 in FY 84 (when Phase II begins), then decreasing to $31 in FY 87 and $26 in FY 88 (as operations

become more routine and student numbers grow great enough to offer more economies of scale). Regional centers are an overall fixed cost, calculated at $2 million per year ($250,000 per center); this total is divided annually by the number of enrolled students. The cost varies from $89 in FY 84 to $25 in FY 95.

Promotion and materials development includes the cost of advertising the program and developing promotional materials. It does not include student recruitment or student materials.

The Computer budget assumes purchase of a large and sophisticated computer system and associated software. Hardware costs are amortized over twenty years, software development spread over three (FY 82-84). The budget also includes salaries of core computer staff (but not of program developers nor data entry clerks for student records).

The Administrative budget includes salaries and expenses for the Chief Executive Officer and Vice President plus the Corporate Planning and Research staffs.

INSTITUTIONAL COST COMPARISONS

	The American Open University			*Major Universities		*Four-Year Colleges		*Two-Year Colleges	
	@13,000 FTE	@33,000 FTE	@67,000 FTE	Public	Private	Public	Private	Public	Private
Per FTE	$1160	$ 550	$ 310	$ 5,002	$ 8,701	$ 4,583	$ 5,892	$ 2,996	$ 3,288

*Source: NCES, *The Condition of Education*, 1980
All dollar data adjusted to 1981 dollars

The above represents all costs of operating the AOU according to the assumptions in the model. As the chart on the preceding page indicates, the overall operating costs of the AOU per FTE are much lower than those of conventional postsecondary institutions and decrease drastically with increased student enrollment. The table below details AOU expenses by the above categories for Fiscal Year 1981 through 1995.

EXPENSES
(1981 Dollars, in Millions)

Year	Acad. Dev.	Course Test Dev.	Direct Student Cost	Promo & Mat. Dev.	Comp.	Admin.	Sub-Total	ICA	Total Exp.
1981	.146	.200	--	.022	.100	.311	.779	.117	.896
1982	.823	2.160	.055	.395	3.059	.600	7.092	1.064	8.156
1983	1.050	2.810	.599	.822	3.059	.600	8.941	1.341	10.282
1984	1.050	2.770	4.602	.822	3.059	.600	12.903	2.581	15.484
1985	1.050	1.420	5.867	.822	3.059	.600	12.819	2.564	15.382
1986	1.300	1.420	6.713	.750	1.889	.600	12.672	2.534	15.207
1987	1.300	1.420	7.048	.750	1.889	.600	13.007	2.601	15.609
1988	1.300	2.770	7.344	.750	1.889	.600	14.653	2.931	17.584
1989	1.500	2.770	7.865	.750	1.889	.600	15.374	3.075	18.449
1990	1.500	2.095	8.440	.750	1.889	.600	15.274	3.055	18.328
1991	1.500	2.095	9.073	.750	1.889	.600	15.907	3.181	19.088
1992	1.500	2.095	9.770	.750	1.889	.600	16.604	3.321	19.925
1993	1.500	2.095	10.538	.750	1.889	.600	17.372	3.474	20.847
1994	1.500	2.095	11.384	.750	1.889	.600	18.218	3.643	21.862
1995	1.500	2.095	12.315	.750	1.889	.600	19.149	3.830	22.979

Income

1. Income sources for the AOU include Matriculation Fees, Records Maintenance Fees, Tuition and Graduation Fees.

2. Each student will pay an initial matriculation fee of $125 upon enrollment.

3. Each student continuing after the first year of enrollment will pay an annual Records Maintenance Fee of $95.

4. Tuition charges for AOU-sponsored instruction will be $36 per credit hour.

5. Each graduating student will pay a Graduation Fee of $100.

6. AOU students will bear the cost of tests and transcripts from other institutions. They will pay these costs directly. Expenses of AOU-administered tests will be balanced by student charges and do not affect the model.

All fees assessed by the American Open University are based upon those charged by other distance learning projects of a similar nature. The fees are all set at a level competitive with other programs. According to projections, the AOU will become self-supporting from tuition and fees alone in its fifth year of operation.

The Matriculation Fee is intended to defray the expense of recruiting and enrolling students, establishing a transcript, transferring credits from other institutions and maintaining the student's record for the first year of enrollment. The Records Maintenance Fee is an annual fee paid by the student to remain actively enrolled. This fee has two advantages for the AOU: it enables an accurate "head count" of enrolled students and, because it is lower than the matriculation fee, it discourages the student from "stopping out" and reentering at a later date. An examination of tuition charged by state-supported four-year institutions reveals a range per credit hour of $30 to $50. Accordingly, the AOU tuition charge has been projected at $36 per semester credit hour. The average student will receive 10 credits of instruction per year from the AOU, yielding an average of $360 per student

per year. The graduation fee, assessed prior to approval of the student for graduation, underwrites the cost of the final evaluation of the student's transcript by Registrar and faculty, along with the diploma and associated graduation expenses.

Compared with the costs of a Bachelor's degree at a conventional post-secondary institution, the charges to the student by the AOU are exceptionally low. Based on the assumptions in the model, the average cost of an AOU degree to the student would be $1,495, or approximately $12.50 per credit hour, broken out as follows:

Matriculation Fee	$ 125
Records Maintenance (2 yrs.)	180
Tuition (30 credits)	1080
Graduation Fee	100
Average Cost	$ 1495

In addition to these payments to the AOU, the student will probably incur testing costs; at an average of 30 credits per student earned by this method, and an average of $8 per credit, these charges would raise the cost to the average student to $1735, or an average of slightly over $14 per credit hour.

The minimum cost of a degree, for a student transferring in and testing out of 120 hours in the first year, would be $225 (Matriculation Fee plus Graduation Fee). A "worst case" example of high costs, based on a student taking all 120 hours by AOU-sponsored instruction and requiring 5 years to complete the degree, would be $4925. These costs are extremely competitive

with all conventional forms of postsecondary education, as is demonstrated by the following chart. The table on the following page shows the projected income of the AOU by source for Fiscal Years 1981-1995.

AVERAGE UNDERGRADUATE TUITION AND FEES

	AOU	Major Universities		Four-Year Colleges		Two-Year Colleges	
		Public	Private	Public	Private	Public	Private
Per Credit	$ 14	$ 29*	$ 139	$ 23*	$ 98	$ 14	$ 67
Per FTE	$ 420	$ 870*	$ 4,170	$ 690*	$ 2,940	$ 405	$2,010
Per B.A. Degree	$1,675	$3,480*	$16,680	$2,760*	$11,760	N/A	N/A

Source: NCES, *The Condition of Education*
All data adjusted to 1981 dollars
*In-state, undergraduate tuition

INCOME
(1981 Dollars, in Millions)

Year	Reg. Fee	Rec. Mat.	Tuition	Grad.	Total
1981	--	--	--	--	--
1982	.125	--	--	--	.125
1983	1.250	.086	--	.180	1.516
1984	1.500	.761	7.695	.378	10.334
1985	1.650	1.352	9.851	.578	13.430
1986	1.815	1.796	11.552	.781	15.945
1987	1.997	2.116	12.998	.991	18.101
1988	2.196	2.329	14.324	1.102	19.950
1989	2.416	2.551	15.756	1.212	21.935
1990	2.657	2.797	17.332	1.333	24.120
1991	2.923	3.069	19.065	1.466	26.523
1992	3.215	3.369	20.971	1.613	29.168
1993	3.537	3.699	23.069	1.774	32.078
1994	3.891	4.063	25.375	1.952	35.280
1995	4.280	4.464	26.393	2.147	37.283

External Funding Needs

When the three major categories of data--enrollment projections, income projections and cost projections--are superimposed on one another, the resulting financial model reveals that an institution capable of supporting itself on fees and tuition alone is possible. The model shows a shortfall totalling approximately $25 million through Fiscal Year 1986; thereafter, the system begins to show a surplus of revenues. The table on the following page summarizes expenditure and income projections for the first fifteen years of the AOU's existence, indicating shortfall or surplus revenues for each year.

SUMMARY
(1981 Dollars, in Millions)

Year	Entering Students	Total Students	Total Income	Total Expenses	Shortfall/ Surplus
1981	--	--	--	.896	- .896
1982	1,000	1,000	.125	8.156	- 8.031
1983	10,000	10,900	1.516	10.282	- 8.766
1984	12,000	20,010	10.334	15.484	- 5.150
1985	13,200	27,429	13.430	15.382	- 1.952
1986	14,520	33,428	15.945	15.207	+ .738
1987	15,972	38,244	18.101	15.609	+ 2.493
1988	17,569	42,081	19.950	17.584	+ 2.366
1989	19,326	46,183	21.935	18.449	+ 3.486
1990	21,258	50,705	24.120	18.328	+ 5.791
1991	23,385	55,690	26.523	19.088	+ 7.435
1992	25,723	61,181	29.168	19.925	+ 9.243
1993	28,295	67,230	32.078	20.847	+11.232
1994	31,125	73,890	35.280	21.862	+13.419
1995	34,237	81,223	37.283	22.979	+14.304

In order for the American Open University to achieve stability, external funding is required to cover the shortfall incurred between FY 1981 and FY 1987. During this period, the AOU will initiate two distinct phases of operations: Testing and Transfer Services alone (Phase I) will begin by the end of FY 1982; instructional delivery (Phase II) will begin by the end of FY 1984. The total shortfall for full AOU operations during this period is projected at $24.795 million (1981 dollars). Phase I operations will require $4.986 million ($2.267 million for planning and development, $2.719 million for operations support) before becoming self-supporting. Phase II will require $19.809 million ($14.144 million for planning and development, $5.665 million for operations support) above Phase I costs. The following table presents a digest of these costs by fiscal year; a model detailing the costs of Phase I alone is found in Appendix B.

AOU FUNDING REQUIREMENTS

	FY 81	FY 82	FY 83	FY 84	FY 85	Total
Planning & Development						
Phase I	$0.489 M	$1.778 M				$ 2.267 M
Phase II	$0.407 M	$6.253 M	$7.484 M			$14.144 M
Operations Support						
Phase I			$1.282 M	$1.008 M	$0.429 M	$ 2.719 M
Phase II				$4.142 M	$1.523 M	$ 5.665 M
Total Required	$0.896 M	$8.031 M	$8.766 M	$5.150 M	$1.952 M	$24.795 M

According to these projections, the external support required represents only 50% of the cost of supporting AOU through its first five years; the remaining funds to support the system will be available from revenues. After FY 1986, projections indicate that the AOU will be self-sustaining, and earning sufficient surplus revenues to enable it to expand its curricula and services beyond those presented in this model.

CHAPTER 4

THE NEED FOR AN AMERICAN OPEN UNIVERSITY

In an age of accelerating change, one in which knowledge and technology are rapidly growing and developing, education can no longer be a "once in a lifetime" opportunity. American adults need continuing access to educational opportunities so that they can keep pace with the changes in society.

This need is reflected in actual participation rates: more adults than ever before are now engaged in formal learning activities. A recent synthesis of more than thirty major studies of adult learners concluded that "a reasonable estimate is that somewhere around one-third of all adults are participating in some form of organized learning and that somewhere between one-third and two-thirds say that they are seriously interested in further learning of some kind."

Most adult learners are, of necessity, part-time students, and the recent growth in part-time enrollments in higher education reflects the increasing number of adults participating. Part-time enrollments nationwide doubled between 1968 and 1978, and the College Entrance Examination Board estimates that the number of part-time learners will increase by 12 million during the 80s.

The following table indicates the present dimensions of the adult learning market.

ADULT LEARNING MARKET

146,000,000	**Adults**
98,000,000	**Workers**
60,000,000	**Want More Education**
40,000,000	**In Career Transition**
65,000,000	**Lack Basic Skills**
14,500,000	**College Dropouts**
14,000,000	**Hearing Impaired**
12,000,000	**Need Professional Updating**

*Source: College Entrance Examination Board

Social Trends

The continuing need for increased educational opportunities for adults is reinforced by numerous social trends. The demography of the American work force in the 80s is dominated by the baby bulge of the postwar years. This massive segment of the labor force is approaching the prime age for seeking upward mobility, but is faced with a situation in which the job-seekers outnumber the "good jobs." Since academic credentials provide the most reliable competitive edge, the demand for education among working adults will continue to grow.

The best predictor of learning activity is past educational attainment: those who have had successful educational experiences are most likely to

seek more. The proportion of Americans who have attended college increased substantially during the 70s, as did the proportion of those completing high school. Today, almost one-third of adults over 25 have had at least one year of college. Numerous studies show that members of this group are predisposed to seek additional education.

The recent movement toward individual self-development has resulted in a demand for greater individual flexibility in the life-cycles of education, work and leisure. As one example, the women's movement has fostered a greater career orientation among women, many of whom are now returning to work after interrupting their collegiate studies or a career to raise a family. The need for a second family income in a time of high inflation has contributed to this trend.

Greater opportunities for career change or renewal, more choice in the timing and character of retirement, more flexible job structures and new lifestyle patterns can all be translated into new educational needs. Career change in particular has been found to be a major trigger for renewed interest in learning. The College Board estimates that of the over 40 million people in career transition, more than 30 million plan to seek additional education.

The growing pace of technological change is profoundly reshaping the work environment. Jobs are being altered or eliminated while entirely new jobs and industries are being created. The recent downturn in the auto industry, for example, has left over 250,000 workers unemployed. At the same time, the growth of information technology has created an employment boom in new areas of work. The "information sector" is providing jobs for an increasing segment of the labor force, and is in turn radically altering the nature of jobs in other areas of the economy. The only sure form of unemployment insurance in a time of such rapid change is the willingness

and ability to learn new skills.

These trends clearly indicate that the demand for education for adults will continue to grow. The supply side of the equation, however, presents a picture that is much less clear: will the opportunities to meet these needs be provided? The expansion of current educational programs is not keeping pace with the needs of adults, and too often these expanded programs perpetuate the barriers that have kept adults from participating in higher education.

Barriers to Adult Participation

Despite the American ideal of equal opportunity, education is not equally accessible to all, and adult learners in particular encounter significant barriers to educational achievement. National and state studies show remarkably consistent patterns of adult participation in higher education. Advantaged groups generally participate at significantly higher rates than the disadvantaged, and the fact that those with more education are most likely to participate perpetuates these inequities. Educational participation increases with increasing income level, and it declines with age after peaking in the late twenties to early thirties.

Geography also plays a role in erecting barriers to participation, partly because of the unequal spread of educational resources. The participation rate for sparsely-populated areas is less than half that of the suburbs, and participation in the western states is more than 40% higher than the national average. Some studies indicate that expressed interest in education also shows wide regional disparities. Georgraphy also works against the millions of adults each year who change their place of residence. Since most institutions of higher education operate only in a specific location, adults who move are faced with the prospect of either abandoning their educational programs or transferring to another institution, usually with a

significant loss of earned credit.

In general, the barriers to education that adults face can be characterized in three categories: barriers of circumstance, personal barriers and institutional barriers.

Barriers of circumstance generally refer to situations over which the adult learner has little or no control: job requirements, responsibilities as a homemaker, available time, availability of transportation, geographic location and financial flexiblity (the ability to allocate money to education).

Personal barriers are a function of the individual, including such things as intellectual ability, self-confidence, interest and perhaps even rationalization of personal factors that might inhibit learning.

Institutional barriers are the product of institutional policies designed to serve the needs of a younger, largely resident, clientele. For the older learner, they are frequently a source of frustration and difficulty. Admissions policies, residency requirements, scheduling of classes, modes of instruction and transfer policies are examples of institutional characteristics which may unintentionally discourage adult participation in higher education.

Institutional Responses

Until quite recently, colleges and universities have been in the business of delivering education in standard formats to a relatively homogeneous population, consistent with missions that have remained unquestioned over the years. Although each college "segmented its market" to a certain extent by seeking to serve a specific clientele, most students were 17-to-21-year-old full-time students preparing for lifelong careers. The role of post-secondary education was widely agreed upon, and it was generally seen as

successful.

Now, however, colleges are faced with a potential population which is not only different from the traditional but which has a wide diversity of characteristics: autonomous learners, people with work and family obligations, people who need credentialing for non-formal learning, people who are geographically mobile and those who are home- or institution-bound, people whose first language is not English, people seeking highly technical skills in emerging industries. Moreover, the growth of consumerism in American life has affected attitudes toward education, so that these prospective adult students are demanding responsiveness to their needs and fair value for their educational dollar.

Responding to any or all of these constituencies with new options would be complex and costly, and particularly difficult at a time when institutions are faced with declining resources, an aging faculty, and a basic learning mode that is labor-intensive and therefore expensive and relatively inflexible. To further complicate matters, constraints of federal and state regulations and standards for accreditation, along with the pervasive custom of using standard campus programs as the norm for new programs, all contribute to inhibiting innovation.

The rate of increasing change in educational missions and methods has lagged far behind the demand for new and flexible options. Most institutional responses have tended to be short-term responses to falling enrollment, essentially institutional add-ons, rather than the kind of profound alterations that are needed to encompass new learning processes, technological advances, lifestyle changes and alterations in the structure and content of work lives.

Accommodations for Adults

In order to overcome the institutional barriers that prevent adults from participating in higher education, institutions need to make certain

accommodations to adult needs. Program design must be undertaken so that it matches the circumstances of adult learners. Such accommodations include:

1. Administrative accommodations. Adults need flexibility in scheduling arrangements and in the location of learning, and frequently prefer to learn at their own pace. Traditional institutions designed for full-time young students usually project that image in catalogs and other information; admissions and other forms assume the respondent is a young adult; personnel are not trained to be sensitive to older adults. Residency requirements and rules governing credit transfer inhibit access, if not to the institution, to the degree.

2. Teaching/learning considerations. Adults should have available a variety of delivery systems to suit their learning styles and other circumstances. Content and curricular options should reflect the interests and concerns of adults and the rapidly changing demands upon them. Emerging employment areas, for example, should be reflected by learning opportunities.

3. Student services. Since adults confront a variety of personal barriers, they need access to information, guidance in self-assessment and goal-setting, advocacy, orientation to learning, and encouragement. Adults also need access to the usual student support services, but with a sensitivity to the fact that their situations are quite different from that of 17-to-21-year-olds.

4. Measurement of educational accomplishments. Adults need processes for recognition and certification of their learning, wherever or however it happened. People who must transfer from one institution to another should not be penalized simply for moving; those who have learned in other than traditional ways, and who can support that contention, should be able to validate that learning.

The Cost Factor

Perhaps the most important accommodation that can be made to ease access for adults is reduction in cost. Cost is invariably cited by adults as a major barrier. This is an issue not just for individual students but for society as well. The average cost of education to the student has doubled since 1970, and will double again by 1990. In 1980, the average annual cost for a full-time student was $6,082 at private schools and $3,409 at public institutions. The least expensive mode of postsecondary education--living at home and commuting to a community college--cost the student $2,753.

These costs to the student represent only 30% to 60% of the total costs

of that educational experience; the rest is borne, directly or indirectly, by society. The total cost per unit of college instruction, even after adjustment for inflation, grew by 300% during the decade of the sixties. While complete data for the seventies are not yet available, experts estimate that those costs rose by another 200% in that decade.

Students also pay other indirect costs for their education. The energy costs of maintaining campuses has escalated to the point where scheduling and other educational decisions affecting students are being influenced. Moveover, 70% of all college students are commuters (probably nearly 100% of adult students), and their costs are rising rapidly. This expenditure of energy is costly to the individual student and may also reflect needless waste when other alternatives could be used.

Cost-Effectiveness

Legislators and taxpayers are demanding more cost-effectiveness and higher levels of productivity from higher education. At the same time, it is essential to provide adults access to an education on terms that do not require them to sacrifice job or lifestyle. Thus education faces the problem of expanding to serve a new clientele in a tightening economic situation. Federal and state leadership could help the situation, but there are few hopeful signs.

A recent report by the Education Commission of the States on state and federal policies regarding lifelong learning draws several conclusions regarding the effect of these policies: (1) adult education is typically a peripheral activity of institutions except in the rare cases where that is the sole function; (2) urban and rural areas have not been equally well-served; (3) prices vary significantly and there is no logic that relates price to either the client's ability to pay or to the social significance

of the activity; (4) there is little coordination at the state and federal levels. In fact, the report comments,

> ...no state has developed a comprehensive policy on the provision of learning opportunity for adults that includes new institutional structures, new patterns of institutional support, new student aid policies, new academic services, new academic services, new academic policies--in admissions and transfer, for example--and new and more comprehensive forms of coordination with respect to lifelong learning. In other words, no state has developed an integrated set of policies that regards the provision of learning opportunities for adults as an imperative state need and that encourages adult learning as the cornerstone of such a policy....

In the absence of such state or federal leadership, institutions are not encouraged, supported or compelled to respond to adults.

Because of their very structures, existing institutions cannot respond to many of the adult learning needs in this country. The pronounced inequities in educational participation among states and regions and between urban and rural areas cannot be reduced by universities with geographical boundaries, nor can most existing universities provide unbroken service to any of the 10 million people who move across state lines each year. Campus programs cannot serve home-bound or institutionally-bound people, handicapped persons with special needs, or even those for whom commuting is too costly or too time-consuming.

Other providers

In response to the substantial upsurge in interest in education on the part of adults, there has been significant growth in education provided outside the academic establishment: by employers, libraries, churches, professional organizations, and unions. In fact, only about three out of eight adults engaged in formal learning are enrolled in colleges or universities. While some people may prefer to learn outside academe, many if not most adults are interested in credentialing. Alternate forms of credentialing

are being devised, but these do not have the wide recognition given college degrees. In effect, unless colleges and universities begin to respond to adult learners, either by sponsoring accredited learning or by evaluating and legitimizing learning that has taken place in other settings, these learners will continue to be excluded, if not from the learning itself at least from the benefits that come with credentials: employment, job security, career mobility, salary increases, and other of the benefits that motivate adults to seek learning in the first place.

Special Programs

Higher education has made some attempts to adjust to adult learners. Many "non-traditional" programs and several new institutions were developed during the 70s to serve adult learners. The growth of external degree programs during this time was, on the face of it, remarkable: an NIE survey found 54,000 students enrolled in such programs in 1976, more than double the number enrolled two years earlier. Yet when compared with the 11 million enrolled in postsecondary education, this is an insignificant figure.

It is also questionable how innovative most of these programs are. Most colleges that grant external degrees give the degree a special label to distinguish it from the regular academic program. One study of "nonconventional" programs found that although two-thirds allowed some accommodation in the location of study, most of these were in the form of off-campus offerings at some fixed location, while only 5% allowed the most convenient choice--the learner's home--as a principal site. Very few allowed for study to be done at a fully self-determined time. Seventy percent of the programs studied imposed at least a one-year residency requirement. Clearly, even those institutions or programs in the vanguard have not moved to the point where adult learners can be autonomous in their choice of when

and where to study. Such choices are essential to many adults if they are to be able to learn without suffering loss of earnings or major disruptions.

The Role of Technology

Adults need a source of higher education that is available to them at their own convenience, rather than that of the institution. Paradoxically, it would seem that the most cost-effective means of attaining this end is not through a proliferation of small programs, but by capitalizing upon economies of scale and utilizing the communication technologies already available to most Americans. There is growing evidence that technology can improve and expand educational opportunity at all levels. Virtually every community has access to the most sophisticated communications technology in the world, much of which can be used for educational purposes. Broadcast and cable television, videodiscs and videocassettes, computer-based information systems and communications satellites are now sufficiently developed to increase the cost-effectiveness of education. A key element will be the use of computers to manage education more efficiently, to deliver instruction, and to permit a high level of responsiveness and individualization even when dealing with large numbers of students.

Economies of Scale

Responsiveness to needs of relatively small audiences is ever made possible by economies of scale. Conventional institutions faced with an array of new constituencies with special needs simply cannot respond in a cost-effective manner unless the local constituency is large enough. In a time of competing demands for resources, they frequently cannot respond at all. But on a national scale each constituency seeking learning, no matter how specialized, is likely to be large enough to accommodate cost-effectively, whether the required adaptation is administrative arrangements or curriculum development.

There is a tendency to view large-scale systems as impersonal and unresponsive. Yet a national university grounded in communications technology would be in a position to be more responsive to certain small-scale needs than the local institution, while reaping the economics and other benefits of a large-scale operation.

CHAPTER 5

IMPACTS OF THE AMERICAN OPEN UNIVERSITY

The Individual Adult Learner

The key to the impact of the American Open University upon the adult learner is accessibility; the major purpose of the AOU is to remove as many barriers to learning as possible. Adults who want to learn will have available a path of "least dislocation," and will be able to pursue learning without giving up jobs or family responsibilities. By seeking to recognize prior learning in all forms, the AOU will assure that adults are not penalized for having interrupted their education, and are rewarded for learning gained informally. The AOU will provide geographic equity of access: students who move will be able to take their learning program with them; those living in isolated areas and the homebound and incarcerated will be given the opportunity to pursue a college degree. Adults will be offered learning programs designed for them, offering a variety of instructional methods for different learning styles. The AOU will provide educational information and counseling to help adults make decisions about their educational needs. Finally, the AOU will provide these services at a cost far below that of conventional institutions, and without the peripheral costs of commuting or campus residency that enrollment at a conventional institution entails. The AOU is able to keep these costs minimal by offering only those services needed by adult part-time students; while the range of services offered by the AOU does not equal those of a conventional university, most of these are irrelevant for adult students.

Conventional Institutions of Higher Education

The American Open University is not intended to compete with conventional institutions of higher education. It seeks to serve a different clientele than the 17-to-21-year-old population for which conventional institutions were designed. It intends to draw upon the faculties of conventional institutions for academic direction and advice. It will accept credits taken at conventional institutions, either prior to or during the student's period of enrollment in the AOU. In short, the success of the AOU will bring a new clientele into higher education, and the conventional institutions will benefit with increased enrollments. The experience of Empire State and the New York State Regents External Degree program is instructive. Their clientele is composed primarily of adults who, for whatever reason, had dropped out of college. Yet, in both cases, more than 50% of their graduates have gone on to graduate or professional school, primarily at conventional institutions. A recent NIE report indicates that a higher proportion of external degree program graduates than graduates of conventional institutions go on to graduate school. These people would probably have never reentered the system had they not been given a second chance by institutions designed to meet their needs.

Moreover, the AOU will provide the means for students to blend study at other institutions with credit for prior learning and independent study. Thus classes taken at conventional institutions during the student's enrollment in the AOU will be creditable towards the degree program. Such study will never be discouraged by the AOU; in many cases it will be encouraged, e.g., if a student has very specific and specialized needs that on-campus offerings can fulfill more readily than AOU offerings. In such a case, the AOU would assist the student in locating and enrolling in the needed courses.

The methods and materials developed by the AOU should also have an impact upon conventional institutions. The AOU will provide an example of how a postsecondary program can remove institutional barriers to adult participation. Since adult education is the primary growth area of post-secondary education for the foreseeable future, conventional institutions should be quite willing to adopt methods that help them reach this new clientele. The American Open University will also be willing to share its instructional materials with other institutions, just as it expects to draw upon their resources to serve its students.

The AOU will develop an active research and evaluation component, which will provide valuable information for other institutions working to serve the adult learner population. More generally, AOU research will shed light on some issues critical to all of postsecondary education: questions of quality, measures of outcomes, the nature of barriers to adult learning, and studies of student attrition. The AOU will also have a major research commitment in the use of new technologies for educational purposes.

Because of its national identity and visibility, the American Open University will increase acceptance of the idea of lifelong learning. It can become a major force in breaking the stereotype that education is for the young only. Moreover, the AOU will be in a singular position to identify public policy issues in adult education and to lead advocacy efforts on behalf of adults. Since adult programs are peripheral to most institutions, advocacy for adult learners and the programs that serve them tends to be minimal. A national institution can help to voice the legitimate educational concerns of adults.

Societal Benefits

One of the major social issues of our day is whether the benefits received justify the resources expended for education. A similar question must be

asked when establishing a new institution, particularly one of the scope proposed for the American Open University. This issue can be addressed in a number of ways.

As demonstrated earlier, the costs of an AOU degree to the student--both those assessed directly and such peripheral costs as transportation, room and board, and loss of income--are much lower than the cost of a conventional degree. At the same time, the degree is more readily accessible to the adult learner. Thus there is a major gain in productivity and economy at this level.

The social cost of a degree is the difference between student payments and total costs to the institution; these costs are normally borne by governmental units. In the case of the AOU, economies of scale permit students to be served at lower cost than their actual payments per degree, with the surplus generated going for financial aid and development of new programs. Thus the AOU projects a social benefit, rather than a social cost, in the operation of its programs.

Major increases in national productivity have always been associated with a rise in the educational level. By making higher education more accessible, the AOU will contribute to a rise in productivity. By providing new opportunities for upgrading of skills, re-education for advances in knowledge and for new careers, the AOU will help reduce the economic waste of job turnover, unemployment and underemployment. As a national educational system, it will also be in the position to act as a coordinator for efforts to solve national educational problems, and to respond to specific learning needs that cannot be addressed cost-effectively at the local level.

Clearly, American adults need better access to education; they are not being adequately served by existing postsecondary institutions. But for the individual institutions to "retool" in order to serve the adults

in their area would be duplicative and extremely costly. Seen in this light, the developmental costs of the American Open University are insignificant by comparison. An organization like the AOU is needed; it can be created with a relatively modest investment; and its creation can help to forestall the major cost of reshaping conventional higher education to meet adult needs. The time is right for a new kind of university to be born.

Appendices

A. Mission, Goals & Objectives of the American Open University

B. Financial Model, Phase I Only
Testing, Assessment & Transfer Functions

C. About the University of Mid-America

D. Senior Staff Profiles

E. Selected Awards and Commendations to the University of Mid-America

F. Sample Comments on the American Open University

Appendix A

Mission, Goals & Objectives of the
American Open University

Appendix A

UNIVERSITY OF MID-AMERICA

Mission, Goals and Objectives of The American Open University

Mission

The mission of the American Open University is to assist adults in achieving educational, personal, and career goals by offering high quality and cost-effective educational opportunities that are specifically designed for adults and are responsive to individual and emerging social needs.

Goals

Four goals guide the Trustees and staff of the university toward fulfillment of its fundamental mission.

Goal A. The American Open University will develop educational services for adults who seek alternatives to commonly available forms and methods of postsecondary education.

Goal B. The American Open University will deliver educational services nationwide to adult learners by a variety of methods.

Goal C. The American Open University will emphasize learning outcomes in its academic programs.

Goal D. The American Open University will serve as an advocate for the improvement of opportunities for adult learners.

Objectives

The following objectives provide guidance to the staff and faculty of the university in accomplishing institutional goals.

Goal A. The American Open University will develop educational services for adults who seek alternatives to commonly available forms and methods of postsecondary education.

1. Provide educational options, principally for those who seek undergraduate, graduate or professional degrees, recognizing that the University will serve people with a variety of needs and backgrounds.

2. Provide educational options for adults who seek to improve their professional skills through non-degree programs or who wish to pursue other non-degree educational goals.

3. Respond to individual learners so that their goals, capacities and needs help shape offerings of the American Open University.

4. Provide instruction directly to learners so that it is possible for individuals to satisfy degree requirements entirely through instruction offered by the University.

5. Recognize college-level learning wherever and whenever it occurs, and translate such learning into degree standing within the context of learners' goals and needs.

6. Provide the means for qualified adult learners to satisfy degree requirements entirely by assessment of prior learning.

7. Establish and maintain a national registry of educational achievements.

Goal B. The American Open University will deliver educational services nationwide to adult learners by a variety of methods.

1. Deliver instructional programming at times and places convenient to learners.

2. Utilize information and communication technologies as appropriate in the efficient delivery of instruction and learner support services.

3. Utilize a broad range of vehicles to provide advising, counseling, and other support services that facilitate learners' planning, entering and completing their educational programs.

Goal C. The American Open University will emphasize learning outcomes in its academic programs.

1. Develop methods of instruction that are more concerned with educational results than with the process by which those results are obtained.

2. Provide learners with a variety of assessment procedures to help them demonstrate college level knowledge and skills.

3. Maintain a high level of quality across all academic programs.

4. Monitor all aspects of the university's educational programs and implement procedures for their continuous improvement.

Goal D. The American Open University will serve as an advocate for the improvement of opportunities for adult learners.

1. Improve the educational environment for all adults by facilitating cooperation among constituencies that are concerned with educational access and quality.

2. Provide better educational opportunities for adult learners by developing positive working relationships with existing institutions, including schools, colleges and universities.

3. Improve educational opportunities for adults by playing an active role in the formulation of public policy.

4. Explore appropriate uses of new technologies and learning strategies to improve the capability for delivering instruction and to enhance the quality of instructional systems designed for adult learners.

Appendix B

Financial Model, Phase I Only
Testing, Assessment & Transfer Functions

Appendix B

UNIVERSITY OF MID-AMERICA

Financial Model
Phase I
(Testing and Transfer only)

Assumptions

General

1. The AOU will initiate operations as a nationwide degree program by testing and transfer similar to the New York State Regents External Degree Program.

2. This AOU degree program will be accreditable by the North Central Association of Colleges and Schools.

3. Initially, the AOU will offer Bachelors degrees in Arts and Sciences and in Business. Each degree will require completion of 120 credits.

Enrollments

4. The AOU will enroll a varying number of new students per year, beginning with 1,000 in FY 82 (because it is a partial year), swing up to 10,000 in FY 83, dropping to 6,000 in FY 84 and climbing thereafter steadily to 20,000.

5. The AOU will experience a 10 percent per year attrition.

6. Initially, the average student will be awarded 60 credits upon or shortly after enrolling in the AOU. Most of these credits will be transferred from other institutions. The remaining 60 credits will be awarded by the AOU, primarily on the basis of examination.

Income

7. The AOU will charge a matriculation fee of $125.

8. AOU students will bear the costs of tests and transcripts from other institutions. They will pay for those costs directly. Expenses to the AOU of administering tests will be covered by student charges and will not affect the model.

9. The AOU will charge an annual records maintenance fee of $95 to all students continuing after the first year.

10. The AOU will charge a graduation fee of $100.

Expenses

11. The AOU will incur materials development costs for promotional materials, including brochures and catalogues. Study materials, guidance and advising materials are included in direct student costs. (See budget.)

12. Academic development costs will include core academic staff, faculty consultants, supplies and services, communications, etc. (See budget.)

13. Direct student costs include printed materials of $15 per student per year; communications costs of $12 per student per year; advising/counseling costs of $20 per student per year; and records storage costs of $8 per student per year.

14. Computer support costs include timesharing (rather than purchased hardware), data processing staff. FY 1982 and 83 include substantial one-time program costs. FY 1984 and beyond includes substantial storage costs.

15. Administrative costs include the Chief Executive Officer and core non-academic staff.

16. The indirect cost allowance (15%) includes the salary of the Corporate Treasurer and his/her staff for business and financial operations, rent, utilities, legal and accounting fees.

Financial Summary: Assumes external funding of $4.986 million; such funding would make possible a break-even level of operations during FY 1986.

General Observations

1. If the AOU begins as a testing and transfer degree program it is probable that it could be operational by September 1, 1982 (if not earlier).

2. The average AOU charges to the student for a B.A. (assuming a 3-year average enrollment) would be:

Entry Fee	$125
Records Maintenance Fees (2 years)	190
Graduation Fee	100
	$415
	($3.45 per credit)

In point of fact, it will be possible for an outstanding student to complete the degree in a single year through the AOU: in this case, the minimum cost would be $225.

Testing costs to be paid separately by the student will range from $100 to $750 additional. The cost for tuition at other schools could range from $0 to several thousand dollars, depending upon the schools attended and the number of credits taken. This model does not purport to include or estimate the total costs of a degree, either to the student or to society.

Table I

ENROLLMENT

Year	Entering	Con't.	Grad.	Total
1981	--	--	--	--
1982	1,000	--	--	1,000
1983	10,000	900	1,800	10,900
1984	6,000	8,010	2,700	14,010
1985	10,000	9,909	4,230	19,909
1986	15,000	13,688	6,507	28,688
1987	18,000	19,312	9,096	37,312
1988	20,000	22,485	10,724	44,485
1989	20,000	29,313	12,614	49,313
1990	20,000	31,768	13,889	51,768

Table II

EXPENSES
(1981 Dollars, in Millions)

Year	Academic Dev.	DSC	Promo. & Materials	Computer Support	Admin.	ICA	Total
1981	.150	--	.025	.100	.150	.064	.489
1982	.700	.055	.300	.350	.250	.248	1.903
1983	1.000	.583	.250	.350	.250	.365	2.798
1984	1.000	.675	.250	.250	.250	.364	2.789
1985	1.000	.897	.250	.250	.250	.397	3.043
1986	1.000	1.244	.250	.250	.250	.449	3.443
1987	1.000	1.634	.250	.250	.250	.508	3.891
1988	1.000	1.917	.250	.250	.250	.550	4.217
1989	1.000	2.027	.250	.250	.250	.567	4.344
1990	1.000	2.057	.250	.250	.250	.571	4.378

Table III

INCOME
(1981 Dollars, in Millions)

Year	@ 125 Reg. fee	@ 95 Rec. Main.	@ 100 Grad. fee	Total Income
1981	--	--	--	--
1982	.125	--	--	.125
1983	1.250	.085	.180	1.516
1984	.750	.761	.270	1.781
1985	1.250	.941	.423	2.614
1986	1.875	1.300	.651	3.826
1987	2.250	1.835	.910	4.995
1988	2.500	2.326	1.072	5.898
1989	2.500	2.785	1.261	6.546
1990	2.500	3.018	1.389	6.907

Table IV

SUMMARY
(1981 Dollars, in Millions)

Year	Entering Students	Total Students	Total Income	Total Expenses	Shortfall/ Surplus
1981	--	--	--	.489	- .489
1982	1,000	1,000	.125	1.903	-1.778
1983	10,000	10,600	1.516	2.798	-1.282
1984	6,000	12,270	1.781	2.789	-1.008
1985	10,000	16,300	2.614	3.043	-0.429
1986	15,000	22,620	3.826	3.443	+0.383
1987	18,000	29,700	4.995	3.891	+1.104
1988	20,000	34,850	5.898	4.217	+1.681
1989	20,000	36,860	6.546	4.344	+2.202
1990	20,000	37,400	6.907	4.378	+2.529

Appendix C

About the University of Mid-America

Appendix C

UNIVERSITY OF MID-AMERICA

About the University of Mid-America

The University of Mid-America is a nonprofit corporation created by a consortium of midwestern state universities interested in experimentation with new technologies to teach adult students at a distance. Created in 1974 and funded principally by the National Institute of Education, UMA has a staff of about 60 professional and service personnel at its headquarters in Lincoln, Nebraska.

While the UMA project has gradually undergone change in orientation from a local to a regional to a national project in the past several years, its principal purposes have remained the same: to affect substantially the access opportunities of adults to postsecondary education, while maintaining or improving the quality of the teaching-learning experience and improving educational productivity through the use of mass communications means and other forms of modern informational technologies.

A recent study by Arthur D. Little Systems, Inc., which sampled 400 of the 17,000 adults who have been enrolled through UMA's consortium members, indicates that UMA has had a positive impact on access to postsecondary education for those adults who are re-entering college after several years' absence from the campus or who are entering college for the first time at middle age.

The vast majority--more than 85% of the UMA students surveyed--had enrolled in their distance-taught course for credit and nearly 90% reported completing it. More importantly, perhaps, these students reported a rate ranging from 74% to 90% of achievement of the most important goals cited

for their choosing this nontraditional form of education.

Goal satisfaction may be the best indicator of the quality associated with the UMA experience, but there are others as well: UMA media productions have won a number of nationally recognized awards in competition with other programs produced for instructional or public affairs purposes, and in 1979 UMA was one of 12 institutional recipients nationally of an award from the Academy for Educational Development for "immaginative solutions to critical problems in higher education."

Even national awards are not the most substantive measures of UMA's success. UMA has sought and received funding from a number of organizations and institutions. Agencies of the federal government, private foundations and business corporations have reviewed UMA's accomplishments and plans and have awarded grants ranging from $500 to $700,000.

The UMA consortium was designed to centralize production of courseware, thus avoiding unnecessary duplication of high-cost media production activities while decentralizing delivery through the continuing studies divisions of the consortium member institutions. Thus students have enrolled in and earned credit through the state university in their home state while studying materials produced through UMA offices in Lincoln. The state delivery systems, financed in part by UMA, also have used materials developed by other producers of instructional media courseware designed for distance learning, and UMA has distributed its materials to other institutions outside the seven-state consortium region. In 1980 UMA leased its materials to more than 200 colleges, universities, historical societies, museums, television stations and similar agencies throughout the nation. Total nationwide enrollments in courses using UMA materials are estimated 6,000 per semester.

Since 1974, UMA has produced a dozen mediated course packages designed for distance learning, ranging from a comprehensive course on Japanese culture and history by Dr. Edwin O. Reischauer to a short noncredit course on pesticide application with help from the Cooperative Extension Service. UMA has sponsored seven major national conferences on open learning and nontraditional study and several workshops on reaching new learners through telecommunications.

UMA is governed by a Board of Trustees comprised of the presidents of the consortium member institutions and six other Trustees elected at large, and is also advised by a National Panel of Advisors of leaders in education, telecommunications, government, and industry. The American Open University planning project has been assisted by a variety of consultants and a small advisory panel of leaders in nontraditional education. It also have benefited from the advice of Sir Walter Perry, founding vice chancellor of the Open University of Britain.

University of Mid-America Consortium

Iowa State University, Ames, Iowa
Kansas State University, Manhattan, Kansas
North Dakota State University, Fargo, North Dakota
South Dakota State University, Brookings, South Dakota
University of Iowa, Iowa City, Iowa
University of Kansas, Lawrence, Kansas
University of Minnesota, Minneapolis, Minnesota
University of Missouri, Columbia, Missouri
University of Nebraska, Lincoln, Nebraska
University of North Dakota, Grand Forks, North Dakota
University of South Dakota, Vermillion, South Dakota

University of Mid-America Board of Trustees

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Laurel D. Loftsgard, President, North Dakota State University
Jack MacAllister, President, Northwestern Bell Telephone
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Norman Watson, Chancellor, Coast Community College

University of Mid-America National Panel of Advisors

Kamala Anandam, Director, Computer-based Instructional Development & Resources
Carol Aslanian, Director, Office of Adult Learning Services
Terrel H. Bell, Secretary of Education, U.S. Dept. of Education.
Mary F. Berry, Commissioner & Vice Chair, U.S. Commission on Civil Rights
John Boler, President, Community Development Company, Inc.
Ronald C. Bornstein, Special Assistant to the President for Telecommunications, Corporation for Public Broadcasting
Roscoe Brown, President, Bronx Community College
Matthew B. Coffey, Vice President - Administration, Bridgeport Machines Textron
Robert L. Craig, Vice President, Government and Public Affairs, American Society for Training and Development
John B. Ervin, Vice President & Director, Danforth Graduate & Fellowship Program, Danforth Foundation
Stanley J. Evans, M.D., University of Maine, Office of the Board of Trustees
Joseph L. Floyd, Sr., President, Midcontinent Broadcasting Co.
Virginia Fox, President, Southern Educational Communications Association
Phillip Frandson, Dean of Extension, University of California at Los Angeles
Peter Goldschmidt, Assistant for Governmental Relations, University of California
Charles Graham, President, St. Cloud State University
James W. Hall, President, State University of New York
Kermit Hansen, Retired, Omaha, Nebraska
Warren G. Hill, Retired, Westbrook, Connecticut
Morris T. Keeton, President/Executive Director, Council for the Advancement of Experiential Learning
Francis Keppel, Senior Fellow, Aspen Institute for Humanistic Studies
Ben Lawrence, Executive Director, National Center for Higher Education Management Systems
David Leonard, Director, KESD, South Dakota State University
Bernard Luskin, President, Coastline Community College
Francis U. Macy, Director, National Center for Educational Brokering
Richard M. Millard, President, Council on Postsecondary Accreditation
Jerry W. Miller, Director, Division of Academic Affairs and Institutional Relations
John Montgomery, President, Central Educational Network
William R. Noyes, Assistant Executive Vice President, University of Arizona
Marian Oldham, Curator at University of Missouri
Mary Louise Petersen, Retired, Harlan, Iowa
Peter D. Relic, Superintendent of Schools, West Hartford Public Schools
W. A. Strauss, Chairman of the Board and Chief Policy Officer, InterNorth, Inc.
Nancy Tapper, Executive Vice President, Center for Social Redesign
Ronald Williams, President, Northeastern Illinois University
Valena M. Williams, Communications Specialist, Office of the President, University of California
William Wilson, Media Marketing Specialist, Cambridge Book Company
Harry Wugalter, Manager, Communications and Academic Affairs, Science Center, Rockwell International
Elizabeth L. Young, President, Public Service Satellite Consortium

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University of Nebraska Foundation
Woodman Accident and Life

Appendix D

Senior Staff
Profiles

Donald R. McNeil
President

Don McNeil joined UMA as its first full-time president in 1978, after serving three years as the executive director of the California Postsecondary Education Commission. He has long been an advocate of adult education and innovation, first as chancellor of extension at the University of Wisconsin and later as chancellor of the University of Maine.

McNeil has had a lifetime interest in educational technology and served as a charter member of the Board of Governors of the Public Broadcasting Service. He currently serves on the Board of Directors of the Public Service Satellite Consortium.

McNeil graduated from the University of Oregon and holds masters and doctors degrees from the University of Wisconsin.

Milan Wall
Vice President

Milan Wall is a former journalist who has devoted the past seven years to innovative uses of technology to serve part-time learners. He joined the UMA staff in 1974, first as a planning officer and later as director of public relations and marketing. As vice president, he is responsible for day-to-day operations.

Wall was involved extensively in planning, development and implementing promotion and student recruitment programs for UMA. He previously was an education writer and columnist and taught journalism as the University of Nebraska.

Long active in civic and cultural affairs, Wall is a member of the Board of Education of the Lincoln Public Schools.

Gene G. Gage
Corporate Secretary

Gene Gage, UMA's chief planning officer, joined the UMA staff in 1977 and has had responsibilities in public affairs, resource development and governance. For the past 18 months, he has coordinated the planning activities for the establishment of the American Open University.

Before joining UMA, Gage was president of The American-Scandinavian Foundation in New York and served as administrative director of an international research project in Sweden.

Gage has written extensively on teaching and adult learning and taught history at the University of Nebraska, Columbia University and the University of Gothenburg in Sweden.

Thomas S. Johnson
Treasurer

As chief financial officer, Tom Johnson is responsible for all financial and administrative services for the University of Mid-America. He has participated extensively in UMA's financial planning since he joined the staff in 1974.

After several years in private industry, Johnson joined the University of Nebraska staff, first in the operations audit office and later as administrative director of the Student Health Center.

He holds bachelors and masters degrees from the University of Nebraska College of Business Administration and is a founding board member of Lincoln Health Central, Nebraska's first health maintenance organization.

C. Wayne Williams
Associate Vice President
For Academic Affairs

Wayne Williams joined the UMA staff in 1981 as chief academic officer, responsible for degree planning and development. In that role, he directs the planning for all academic phases of the American Open University's development.

Williams previously was chief operating officer of the New York Regents External Degree Program, which provides accredited college degrees to part-time adult students through transfer of credit and examination services.

He has extensive experience in developing academic policies, planning proficiency examination programs, planning and directing educational outreach, and developing grant requests. Williams is a graduate of Brown University.

Thomas E. Harding
Associate Vice President
For Public Affairs

Gene Harding joined the UMA staff in 1980, after more than 20 years in teaching and academic positions at the University of Nebraska. He is responsible for student services planning and development, publications and marketing, and conference functions.

At the University of Nebraska, Harding directed several innovative programs, including the nation's first University Volunteers in Action Project and a residential, individualized educational program for undergraduates.

Harding has a doctor of education degree from the University of Nebraska, with emphasis in continuing education. He also taught journalism and was a consultant to business and industry.

Frances Aversa
Director of Research
and Evaluation

Fran Aversa directs UMA's research office, which has produced a series of research reports distributed world-wide to professionals interested in distance learning. Her professional background includes 14 years in market research and formative and summative evaluation.

Before joining the UMA staff in 1975, Aversa was assistant director of research for the Children's Television Workshop in New York City, where she was responsible for designing and implementing formative evaluation studies of an adult health series. She also supervised research for "The Electric Company."

Aversa also was a member of the research staff at the Educational Testing Service. She holds a graduate degree from Columbia University.

O. F. Forester, III
Executive Producer

Smokey Forester is an experienced producer of film and television programs who has directed UMA's production of award-winning distance-learning programs for four years.

Forester previously was associated with public television networks in South Carolina, New Jersey and Connecticut, where he produced and directed dramatic series, documentary films and news and public affairs programs.

His work has been seen on the Public Broadcasting Service and he has produced programs which have received prestigious awards from the Chicago Film Festival, the Ohio State Awards and the Information Film Producers of America.

Sarah Z. Rosenberg
Director of
Program Development

Since 1974, Sarah Rosenberg's responsibilities at UMA have focused on academic planning and development in the humanities, arts and social sciences. She was responsible for content research and course team management for the award-winning course on the history and culture of the Great Plains.

Before joining the UMA staff, she was associated with several historical research projects. She currently is responsible for program development at UMA and directs a library-community outreach program funded by the National Endowment for the Humanities.

Appendix E

Selected Awards and Commendations
to the
University of Mid-America

Academy for
Educational
Development

AED
President's Office

OFFICE OF THE
APR 09 1979
PRESIDENT

April 4, 1979

Dr. Donald R. McNeil, President
University of Mid-America
P. O. Box 82006
Lincoln, Nebraska 68501

Dear Don:

I am pleased to confirm the information I gave you previously.

For the development and delivery, via a consortium of eleven public universities in seven mid-western states, of at-a-distance learning material particularly television courses, the Academy for Educational Development will present a Certificate of Achievement to the University of Mid-America. Your program is one of 12 selected from 400 nominated in a project made possible by a grant from the Claude Worthington Benedum Foundation. Happily you will also receive a cash award of $10,000 from the Atlantic Richfield Foundation.

The presentation will be made to you or your representative at an Academy dinner on Wednesday evening, May 23rd to be held at the Roof and Penthouse, St. Regis Hotel, 55th Street and Fifth Avenue, New York City, at 6:30 p.m. Dress informal.

Two representatives from the University of Mid-America will be guests of the Academy at the dinner. You may invite additional guests at $50 per person. If you plan to invite guests, please tell us the number, send us their names and a check made out to the Academy for Educational Development to cover the total cost.

Our Chairman, Gerald R. Ford, will preside at the dinner and present the awards. Robert O. Anderson, Chairman of the Atlantic Richfield Company will speak.

Enclosed is a copy of our press release announcing the awards. Please note that the release date is April 11, 1979. No local announcements should be made before the 11th.

680 Fifth Avenue
New York, New York 10019
(212) 397-0040
Cable ACADED New York

Thank you for sending us copies of the University of Mid-America seal.

My heartiest congratulations to you on winning this award and best wishes in your future development.

Sincerely yours,

AE

Alvin C. Eurich
President

ACE:jz
Enclosure

80

Academy for
Educational
Development

AED
President's Office

April 11, 1979

PRESS RELEASE

The Academy for Educational Development announced today that it will present Certificates of Achievement and cash awards of $10,000 each to twelve educational institutions that have come up with innovative solutions to critical problems in higher education.

More than 400 programs from 275 colleges and universities throughout the country were nominated for recognition. The winning institutions were:

Adelphi University, Garden City, New York

For an innovative "Adelphi on Wheels" program. For eight years Adelphi has successfully provided undergraduate and graduate programs to commuters during their travel by train to and from work.

College for Human Services, New York, New York

For successfully providing competency based opportunities for disadvantaged groups to pursue educational and professional advancement.

Dartmouth College, Hanover, New Hampshire

For leadership in raising educational effectiveness including the advanced applications of computer technology for learning as well as for management.

680 Fifth Avenue
New York, New York 10019
(212) 397-0040
Cable ACADED New York

Five Colleges, Inc., Amherst, Massachusetts

As an outstanding collaboration among smaller colleges to expand economically the range of quality educational programs available to their students.

Georgetown University, Washington, D. C.

For successfully revitalizing and raising to international prominence the Edmund A. Walsh School of Foreign Service.

Illinois Institute of Technology, Chicago, Illinois

For vastly improving educational and career opportunities in engineering for the large Black and Hispanic populations of its community.

Malcolm-King: Harlem College Extension, New York, New York

For organizing the cooperation of three institutions to bring educational opportunities to the people of a major black population center which lacked any higher education resources.

Mercy College, Dobbs Ferry, New York

For transforming a failing small liberal arts college into a major educational resource serving the needs of thousands of adults in the community and the surrounding area.

Miami-Dade Community College, Miami, Florida

For responding to a wide range of educational needs with an imaginative variety of high quality programs, delivery methods, and supporting services.

Polytechnic Institute of New York, Brooklyn, New York

For solving highly critical institutional problems through such means as merger, rigorous fiscal management, strengthening ties with industry and raising sufficient funds to restore its physical facilities and overcome enormous budget deficits.

Seattle University, Seattle, Washington

For successful consolidation of high school and college degree programs so that students may complete both in six years instead of the usual eight.

University of Mid-America, Lincoln, Nebraska

For the development and delivery, via a consortium of eleven public universities in seven mid-western states, of at-a-distance learning material particularly television courses.

The award-winning programs were selected by a panel of well known educators assembled to review the many outstanding entries. The panel members were:

Alvin C. Eurich, President
Academy for Educational Development;
formerly Chancellor, State
University of New York
(Panel Chairman)

Norman Auburn, Acting President
Union College; formerly
President, University of Akron

Lloyd Elliott, President
George Washington University;
formerly President, University
of Maine

James Perkins, Chairman
International Council for
Educational Development; formerly
President, Cornell University

Former President Gerald R. Ford, Chairman of the Academy's Board of Directors, will present the Certificates of Achievement at a dinner to be held in New York City on May 23rd.

Sometime this Spring, the Academy will publish and distribute widely a handbook describing a large number of the best entries received. The Claude Worthington Benedum Foundation of Pittsburgh provided the initial grant funds for conducting the project and

producing handbook. The Atlantic Richfield Foundation will make the cash awards.

The Academy is an international non-profit planning and research organization with offices in New York and Washington, D. C.

For Further Information Contact: William Kinder
(202) 862-1900

THE INSTITUTE FOR EDUCATION BY RADIO-TELEVISION

PRESENTS THIS

OHIO STATE AWARD

TO

University of Mid-America

FOR THE PROGRAM

"Japan: The Changing Tradition"

THE OHIO STATE UNIVERSITY

TELECOMMUNICATIONS CENTER

MARCH, NINETEEN HUNDRED EIGHTY

Harold L. Enarson

PRESIDENT, THE OHIO STATE UNIVERSITY

THE OHIO STATE UNIVERSITY COLUMBUS

DIRECTOR, INSTITUTE FOR EDUCATION BY RADIO-TELEVISION

Finalist

"The Settling of the Plains"

University of Mid-America

Selected for Exhibition

by Pacific Search Press

at the second annual

Black Orca International Film Festival

Seattle, June, 1979

President

Festival Director

International Communication Agency

United States of America
Washington, D.C. 20547

October 25, 1978

Dear Mr. Wall:

Following our recent telephone conversation, this is to confirm that the Council on International Nontheatrical Events (CINE) has again asked this office on the occasion of the 1978 CINE Showcase in Washington (November 28 - 30) to organize a special program to represent government film and television productions which have been honored this year with the CINE Golden Eagle.

As agreed, your film CLASH OF CULTURES has been included in this program, which will be held at the National Archives under the auspices of Dr. James B. Rhoads, Archivist of the United States, and in cooperation with the Washington Film Council (Ms. Susan Sherman, National Science Foundation, is the current President of the Council) and the Council on International Nontheatrical Events (Frank Kavanaugh, President).

Please let me know if you have further questions (202) 376-7716 or 376-7724.

Sincerely yours,

John W. Mendenhall
Chief
Advisory Staff on Audiovisual
Organizations and Programs

Mr. Milan Wall
Director of Marketing
and Information
University of Mid-America
P. O. Box 82006
Lincoln, NE 68501

MISSISSIPPIANS FOR EDUCATIONAL TELEVISION
P. O. DRAWER 16745 JACKSON, MISSISSIPPI 39206

August 18, 1978

Mr. Milan N. Wall
University of Mid-America
1600 North 33rd Street
P. O. Box 82006
Lincoln, Nebraska 68501

Dear Mr. Wall:

Our heartiest congratulations! The Eudora Welty-Americana judges unanimously selected CLASH OF CULTURES as the winner of the 1978 competition in the documentary category.

The Award presentation is scheduled for Tuesday, October 3, 1978, and will be televised live over all channels of the Mississippi Educational Television Network. A black tie dinner honoring the winners and Miss Welty will be held in the studio before the televised coverage begins; the winning entries will be aired immediately after the presentation. As usual Miss Welty herself will make the presentation. Until we hear from you as to who will attend, we will reserve places for three at the dinner.

We will be happy to make room reservations and arrange for your representatives to be met at the Jackson airport.

Again, our congratulations on your fine production.

Sincerely,

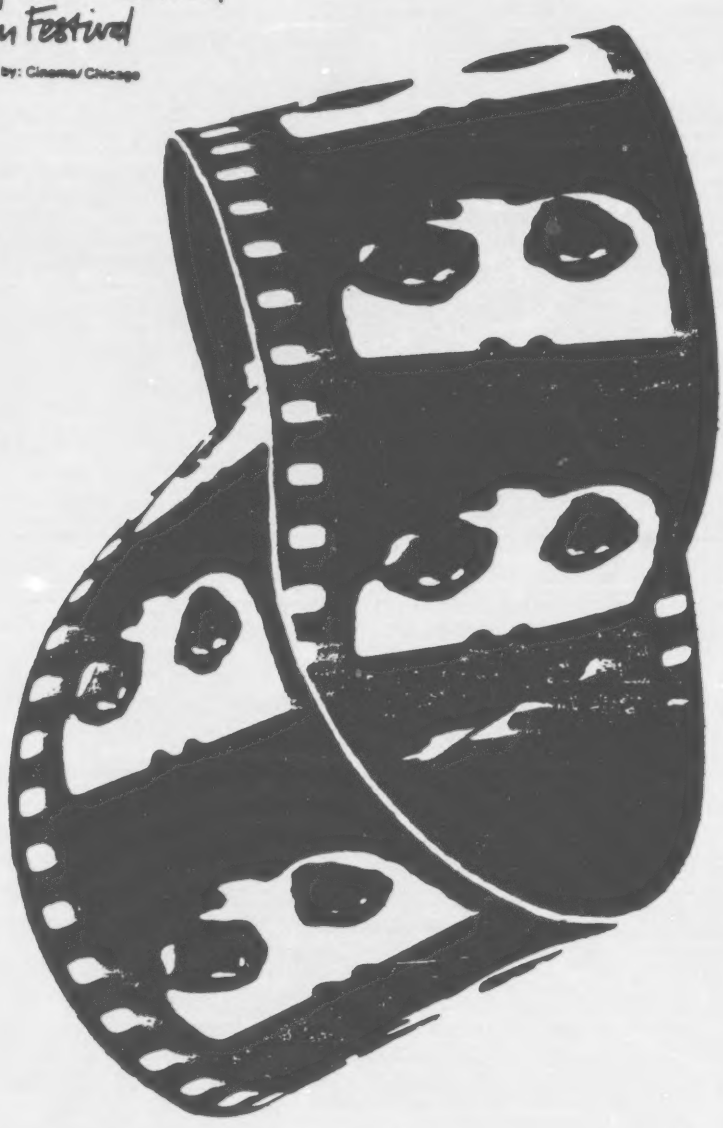
Zo Brown

Dr. Zo Brown
Executive Secretary

ZB:cc

The Chicago International Film Festival

Presented by: Cinema/Chicago



1978
DOCUMENTARY: ARTS/HUMANITIES
"HEIRS TO NO MAN'S LAND"
UNIVERSITY OF MID-AMERICA

THE NATIONAL TRUST FOR HISTORIC PRESERVATION
IN THE UNITED STATES
awards

First Place
in the
Fourth Annual Film and Video Competition
to
University of Mid-America
for
"Settling of the Plains"

James B. Adler
President

The
Broadcast Communication Arts Department
School of Creative Arts
San Francisco State University

In recognition of signal accomplishment and highest standards in local radio and television broadcasting, the faculty and students present this

BROADCAST MEDIA AWARD

to

UNIVERSITY of MID-AMERICA
"The Lakota, One Nation On The Plains"

on the occasion of the
Twenty-seventh Annual
BROADCAST INDUSTRY CONFERENCE
April 24-29, 1977

SAN FRANCISCO STATE UNIVERSITY

President

Dean, School of Creative Arts

Department Chair

Conference Chair

THE NAEB 1977 GRAPHIC & DESIGN AWARDS

Seventy Seven

Award of Excellence

University of Mid-America

Presented to

University of Mid-America

Station or Agency Name

Book: "Japan: The Living Tradition"

For

James A Fellows

James Fellows, President NAEB

Robert D. Jones

Robert Jones, Chairman Graphic & Design Council

The Certificate of Excellence for the Exhibition — The Federal Design Response 1975-1977 is awarded by The American Institute of Graphic Arts and The Federal Design Council to —

University of Mid-America

Richard Danne, President
The American Institute of Graphic Arts

David Hausmann

David Hausmann, President
The Federal Design Council

Richard Lopez Jr.

Richard Lopez, Jr, Chairman

Awards and Commendations, University of Mid-America

Award	Sponsor
Ohio State Award	Ohio State University
Silver Plaque	Chicago Film Festival
Golden Eagle Certificates	Council on International Nontheatrical Events
Eudora Welty-Americana Award	
Equal Merit Awards in the Performing Arts and Humanities	Ohio State University
Broadcast Media Award	San Francisco State University
National Film and Video Competition Award	National Trust for Historic Preservation
Jury Awards	National Association of Educational Broadcasters
Designer's Award	University and College Designer's Association
Certificates of Excellence	American Institute of Graphic Arts
Award of Excellence	National Association of Educational Broadcasters
Creativity '76 Award	Art Direction Magazine
Chicago '76 Certificate	Communications Collaborative
Silver Award	University and College Designer's Association
Gold Award	National Association of Educational Broadcasters

Appendix F

Sample Comments
on the
American Open University

ARIZONA STATE
UNIVERSITY

TEMPE, ARIZONA 85281

April 4, 1980

President Donald R. McNeil
University of Mid-America
P.O. Box 82006
Lincoln, Nebraska 68501

Dear Don:

Thanks for the copy of your letter of March 27 and your speech before the symposium in Washington. Believe it or not, I read both with considerable interest, since I have been asserting for a decade or more that there has to be a better way to serve public educational needs than our traditional system of the past.

The technological facilities and the needs are all there. The only thing lacking is a concerted effort on the part of interested educators to move a system along which would use the technological and other resources now available in a broad gauge collegiate level educational undertaking.

The adequate resources are, of course, essential and will doubtless be a problem unless there is corporate and federal recognition of the need for a continuing system of learning for people of all ages throughout this country.

I hope to see some of these ideas take form in practice.

Sincerely,

John W. Schwada
President

mf

Auburn University

Auburn University, Alabama 36849

Office of the Dean
General Extension & Public Service
100 Mell Hall

Telephone (205) 826-5165
ACTS 923-5165

November 26, 1980

DEC 4 1980

PRESIDENT

Dr. Donald R. McNeil
President
University of Mid-America
P. O. Box 82006
Lincoln, Nebraska 68501

Dear President McNeil:

On behalf of the membership of the Council on Extension and Continuing Education of NASULGC, I wish to thank you for your excellent presentation to our Council and the Telecommunications Committee in Atlanta last week. This turned out to be one of our better sessions at the NASULGC meetings.

Some of us heard for the first time, in any detail, what the University of Mid-America is and what you are trying to do. I personally concluded the more success you have the better it will be for all of us who struggle to meet the unique educational needs of those who wish to continue their education. Through your ingenuity in developing acceptable standards to meet unconventional needs (e.g., credit by examination) and the precedents you set ultimately will benefit all of higher education. Although many of the concepts with which you are working are not new, you are plowing new ground institutionally. That is the important part so we support your efforts, applaud your leadership, and hope for the continued success of your university.

Sincerely,

Gene Bramlett

Gene A. Bramlett
Chairman, Council on Extension
and Continuing Education

cc: Dr. Adelle Robertson

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A LAND-GRANT UNIVERSITY

SYRACUSE UNIVERSITY
INDEPENDENT STUDY DEGREE PROGRAMS

Dear Dr. McNeil,

As promised in the Nov. ASTD National Report, please send me more information about the proposed Open University of America. It sounds like a University, educational broker, and student advocate all at once. An exciting and ambitious concept.

Before coming to Syracuse University I was with the Regional Learning Service of Central N.Y. Having been part of their design team, I have an appreciation for the enormity of your effort as it was a large task to provide the brokering and advocacy services alone.

Thanks,

Marilyn Bagdovitz

OFFICE OF THE
NOV 24 1980
PRESIDENT

610 EAST FAYETTE ST. | SYRACUSE, N.Y. 13202 | (315) 423-3269

Received

NOV 26 1980

November 22, 1980

OFFICE OF THE
DEC 1 1980
PRESIDENT

University of Mid America
P. O. Box 82006
Lincoln, Nebraska 68501

Gentlemen:

Please forward information pertaining to your plans for an "open university" to serve adults who are unable to attend the traditional classroom programs.

We are in the vicinity of Buffalo in New York State and wondered if such a plan will be made available in this area.

Please mail information to address below.

Very truly yours,

Hattie M. Glogowski

Mrs. Hattie M. Glogowski
90 Woodside Drive
Elma, New York 14059

99

FOOD WORLD INCORPORATED
POST OFFICE BOX 670
HIGH POINT, NORTH CAROLINA 27261
919/889-3400 919/852-7800

November 21, 1980

OFFICE OF [illegible]
NOV 24 1980
PRESIDENT

Dr. Donald R. McNeil
President
University of Mid-America
P. O. Box 82006
Lincoln, Nebraska 68501

Dear Dr. McNeil:

This is to make inquiry regarding the external degree programs that may be available at your Institution.

I have recently been approached by several of our employees who have expressed a desire in pursuing an external program, (B.S./Master's), that would award a degree uponsuccessful completion of the course requirements.

Assuming same is available, I would appreciate your forwarding descriptive literature and the required preliminaries.

Thanks kindly.

Sincerely,

FOOD WORLD, INCORPORATED

Jack W. Scott
Corporate Director, Personnel

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HEWLETT PACKARD

LOVELAND INSTRUMENT DIVISION · P. O. Box 301 A, Loveland, Colorado 80537, Telephone 303 667-5000

March 2, 1981

Dr. Donald R. McNeil, President
University of Mid-America
P.O. Box 82006
Lincoln, NE 68501

OFFICE OF THE
MAR 4 1981

Dear Dr. McNeil,

I am extremely interested in the "Open University of America" you are working on. It is refreshing to know there are some people who realize there are a whole new set of "needs" for the adult student. Too often, I find that university professors have problems in dealing with the differences they encounter with adult, returning students, as opposed to the younger freshman.

I would like to receive any further information that you have at this point. I am a Personnel Representative in the Training and Development area of a large industry. Every day, I encounter the difficulties that arise when one of our employees makes the decision to return to school (whether it is part-time or full-time).

I will look forward to receiving any material that you feel would be useful.

Sincerely,

Trulyn G. Bemis

Trulyn G. Bemis
Personnel Representative
Educational Opportunities
Hewlett Packard
P.O. Box 301
Loveland, CO 80537

Inquiries also have been received from a number of other corporations and agencies, including the following:

CRM/McGraw-Hill Films

Department of the Army

General Electric Company

GTE

Heath Company

Imperial Oil Limited (Canada)

International Business Machines Corporation

Ipsen Industries

J. Byrons

Kaiser Aluminum & Chemical Corporation

Morrison-Knudsen Company, Inc.

Motorola

Pratt & Whitney Aircraft Group

Social Security Administration

State Farm Insurance Companies

Texas Instruments Incorporated

Tratec

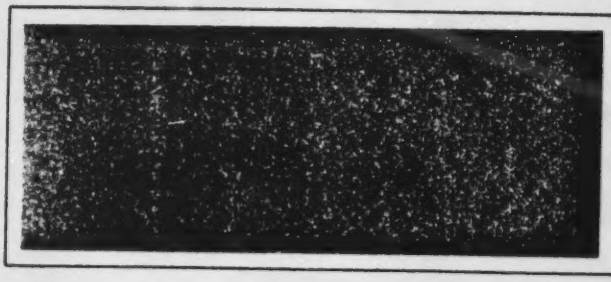
Union Carbide Corporation

U. S. Public Health Service

Vermont Yankee Nuclear Power Corporation

The American Open University

reaching out to adult learners



Building on nearly a decade of experience in designing college programs for study by adults off campus, the University of Mid-America is now creating an American Open University which will offer quality degree programs to adults who can study only part-time.

This new full accredited institution will offer baccalaureate degrees to adults nationwide through a variety of means: proficiency examinations, course work from conventional colleges and universities, approved training programs in business, industry and government, and the American Open University's own tests and techology-based instruction.

The American Open University will use existing communications vehicles, including broadcast and cable television, interactive computers, telephones and radio, as well as such emerging technologies as videodisc and satellites to enable adults to earn degrees with minimal interruption of their work and family life.

The University of Mid-America was founded in 1974 with funding provided by the National Institute of Education, private foundations and corporations. A private, not-for-profit corporation, it has pursued a mission of experimenting with nontraditional educational programs for adults.

UMA is governed by a consortium of 11 public midwestern universities. A staff of about 60, headquartered in Lincoln, Nebraska, is engaged in producing multimedia instructional materials, conducting research into adult learning, distributing instructional materials to colleges, universities and other learning agencies throughout the nation, and planning for the American Open University. ■

Responding to the challenge of the eighties

Dramatic changes in America's economic and social structure indicate that it is time for this country to augment its system of higher education with programs designed specifically for the adult part-time learner. A nationwide open university, providing quality educational opportunities at a cost both the individual and society can afford, is one response to this pervasive societal change.

All across America, millions of people seek additional education and training. In an increasingly complex society which demands higher levels of competency for newly created and changing jobs, adults want additional skills and knowledge and the college degrees that attest to them. Many adults also seek increased levels of higher education for personal satisfaction.

The growth in the number of part-time students in the last few years proves that adults want further education at the college level. Indeed, part-time enrollments are increasing at a rate nearly four times greater than full-time enrollments, and enrollments of students 24 and older are increasing nearly four times as fast as those of traditional college age. Studies predict that millions of adults will seek college programs during the 1980s, and many of these "new" students will have to study off-campus at times and places convenient to their responsibilities at home or on the job.

At the same time that adults are seeking additional education, colleges are faced with the twin pressures of rising costs and falling enrollments among the traditional 18- to 23-year-old student group. In response they have attempted to address adult learning needs in order to attract new students. Many conventional institutions of higher learning now offer courses both on and off campus on the weekend and in evenings, and in some locales new "nontraditional" institutions provide a way for adults in one community or state to earn a college degree with a minimum of classroom attendance.

But these responses have not been sufficient to serve the needs of all adults who want more education. The National Center for Education Statistics reported recently, for example, that external degree opportunities are "extremely limited." The cost of campus-based study is increasing. Many adults with family and job responsibilities simply cannot afford the time and money to return full time to a college campus to seek a diploma. With gasoline prices continuing their upward spiral, the cost to get to and from a campus also becomes an issue. Many institutions of higher learning place strict limitations on credit by examination or use of transfer credit toward degrees. Once adults enroll in conventional colleges, they are often required because of family and job responsibilities to drop out.

Ours is a highly mobile society. Many thousands of people move every year from one state to another and lose college credits when they attempt to transfer them from one institution to another. In frustration, large numbers of adults terminate their educational careers.

What types of adults are involved? By and large they are 25 or older, employed full time, engaged in a wide variety of jobs across the social spectrum, and highly motivated to earn a degree. They are self-starters and hard workers. They are military personnel who move frequently from one duty assignment to another, white collar employees who are transferred by their employers, homemakers going back to school in order to supplement the family income or develop a career, blue-collar and clerical workers seeking upward mobility, and people whose opportunities are limited by physical handicap or geographic isolation.

The American Open University will be an accredited, degree-granting institution, delivering instruction through modern technological means, able to "follow" adults wherever they move and to serve them wherever they are located. While offering its

own degrees, such an institution actually will increase enrollments in conventional postsecondary institutions by encouraging adults to fill gaps in their AOU degree programs through existing educational resources of all kinds.

In order to serve adult learners, the American Open University will:

- assist learners and would-be learners to assess their own capabilities and to specify their educational goals.
- advise adults on the range of educational programs available, including those offered by the open university itself and by existing colleges and universities of all kinds.
- provide an advocacy service for learners interacting with other institutions of higher education.
- assess and award credit as appropriate for college-level knowledge gained through work or self-directed learning activities.
- provide instruction on terms that meet adult needs, making use of a broad range of technologies and human organizations. The instruction will be delivered in the home, in community or corporate learning centers, and on existing campuses.
- maintain a credit bank for the benefit of learners, other educational institutions and employers.

To support the start-up costs of the AOU, the University of Mid-America is seeking initial support from a number of potential donors, mostly in the private sector. When fully operational, the AOU will be supported largely by student tuition and fees, plus sales of goods and services. Grants and contracts from foundations, corporations and government agencies will be sought to support new programs in the future.

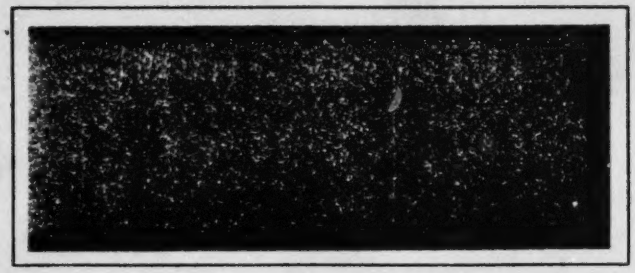
The American Open University will be chartered as a private, not-for-profit corporation in accordance with the regulations of the Internal Revenue Service and the state in which the corporate headquarters are located. It will seek accreditation from a regional postsecondary accrediting agency and approval from the states in which it operates. It will also seek the approval of professional associations, as appropriate, to offer instruction in specialized areas.

A key element of the AOU will be the utilization of existing educational resources at conventional institutions of higher learning, public libraries and other educational agencies and programs. AOU will not attempt to duplicate the educational services offered by such institutions but will build upon and coordinate such offerings for efficiency and economy.

The American Open University is a response to changing American needs and new economic realities. By providing American adults with an affordable program for college study, it will provide one model for cost-effectiveness in higher education and will increase the earning potential of tens of thousands of Americans who are not now degree holders. Most importantly, perhaps, it will provide additional means for adults to acquire the knowledge and skills they will need to help America face the challenges of the 1980s and '90s.

For further information about the American Open University concept, contact:

Donald R. McNeil, President
University of Mid-America
P.O. Box 82006
Lincoln, Nebraska 68501
Phone: (402) 474-2300
WATS: (800) 228-4572



UNIVERSITY OF MID-AMERICA

The American Open University will:

- provide instruction to students on their terms, at times and places convenient to them
- maintain a credit bank to help students overcome residency barriers
- grant credit for demonstrated knowledge gained through life experiences
- provide counseling to help students design a learning program that meets their particular needs
- award appropriate degrees upon successful completion of study

University of Mid-America Board of Trustees

Duane C. Acker, President, Kansas State University
Sherwood O. Berg, President, South Dakota State University
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Norman Watson, Chancellor, The Coast Community Colleges

AMERICAN OPEN UNIVERSITY

Programs and Services For Adult Learners

Building on nearly a decade of experience in designing college programs for study by adults off campus, the University of Mid-America is creating an American Open University which will offer quality degree programs to adults who can study only part time.

The American Open University will be an independent and free-standing institution capable of awarding its own credit and degrees. It will seek accreditation from the North Central Association and approval in individual states as appropriate. The AOU will be governed by a Board of Trustees drawn from across the nation and representing higher education, business, labor and other constituencies interested in adult education. The institution will operate as a not-for-profit corporation in accordance with regulations of the Internal Revenue Service and the laws of the state in which it is chartered.

Programs of the American Open University will be offered to adult, part-time learners at costs they can afford. Because of the use of technology and other proven distance learning methods, it will operate more cost-effectively than many existing colleges and universities. After incurring moderate start-up costs, the AOU will operate on a self-sustaining basis.

The American Open University will be developed in two phases. During Phase I, the AOU will offer credit for learning earned through other accredited institutions and programs or through assessment of learning gained by experience. Degrees will be awarded on the basis of these credits. This first phase, essentially a "credit bank," can be instituted quickly and at low cost.

During Phase II, the AOU will provide instruction directly to the adult learner at home, at work, and in the community. The AOU will work cooperatively with other institutions and with employers. It will help adult learners overcome such barriers as arbitrary entrance and residency requirements and restrictions on transferring credit into degree programs. In both phases, the AOU will aid the learner in transferring credit into degree programs.

The American Open University will rely upon proven techniques and methods of education. Credit banking, assessment of life experience and the use of technology for distance learning have all been proven effective in other programs. The AOU will utilize them in new combinations on a nationwide basis to provide educational opportunities for adults who are unwilling or unable to participate in conventional programs.

The AOU will not duplicate or compete with the programs of existing institutions; rather, it will serve new clientele groups, bringing them into the educational world that has been closed off to them. The programs of the AOU will supplement those of conventional institutions, and the AOU will develop cooperative relationships with any organization that can help to serve adult learners more effectively.

By marshalling existing resources and avoiding duplication, the AOU will provide a cost-effective delivery system to part-time adult learners everywhere.

The basic programs and services of the American Open University are shown in the chart on the following page.

Degree Programs

The AOU will offer two degrees, the Bachelor of Arts and Sciences and the Bachelor of Business.

Each AOU degree program will be developed and monitored by a part-time governing faculty drawn primarily from conventional colleges and universities. The faculty-approved curriculum for each degree can be completed by the student through testing and transfer services alone. A program of AOU-sponsored instruction will be offered in each degree program for students requiring additional coursework to complete the degree. These courses will be made available to students through innovative delivery techniques that utilize the mails, various communications media and the network of local study centers created by the AOU.

Testing and Transfer Services

Testing and Transfer Services constitute Phase I of the AOU operations, and form the basis for full operations in Phase II. Most AOU students will already have had creditable postsecondary learning experiences through previous college credit, work experience or volunteer activities. The AOU will award credit for such learning through transfer of credit from other institutions, through standardized examinations and through assessment of learning from experience. Credit will also be awarded for military occupation specialties and for noncollegiate courses evaluated by the American Council on Education. The AOU faculty will be asked to approve for credit such existing standardized examinations as those available from the College Level Examination program and the American College Testing — Proficiency Examination Program, as well as Graduate Record Examinations in selected areas and testing developed by the military. In content areas where no satisfactory tests exist, the AOU will develop rigorous standards for assessing college-level learning which takes place outside the conventional college classroom. The AOU will provide the means for qualified students to meet degree requirements entirely through assessment.

AMERICAN OPEN UNIVERSITY

Degree Programs		Non-Degree Programs
Testing and Transfer Services	**Instructional Services**	
1. Transfer credit from other accredited institutions 2. Examinations a. Existing b. Developed for AOU 3. Assessment of college-level learning from experience	1. Computer-managed independent study 2. Media-enhanced independent study 3. Computer-based instruction	1. Training for business and industry 2. Basic skills for adults 3. Continuing professional education 4. Leisure/recreational/ enrichment

Learner Support Services

1. Educational information
2. Counseling
3. Admissions
4. Portfolio development
5. Advising
6. Student aid
7. Diagnostic procedures
8. Help with self assessment

Instructional Services

Instruction will be made available in the home, workplace, or local study centers through independent study courses, some of them supplemented with media components (video, radio, audiocassettes). The delivery system for both courses and support services will employ technologies and people in such a way as to provide prompt responses to learner needs and inquiries. The AOU will deliver instruction predominantly in pre-produced self-instructional courses that use a coordinated media system (print, telephone, radio, television and computers). Most lessons will be completed by the learners at home, or at work, though some courses may require occasional visits to a study center to view a videocassette or disc or to complete a computer-assisted lesson. Advising and tutoring will be available to the student by telephone, by interactive computer linking the study center with the AOU central offices or in face-to-face meetings with the AOU instructional faculty at the study center or workplace. AOU-sponsored instruction will use technology to foster accessibility and efficiency, but it will retain human interaction as an integral part of the delivery system.

Non-Degree Programs

The AOU also plans to develop non-degree programs in four general categories: (1) training for business and industry, (2) basic skills for adults, (3) continuing professional education, and (4) leisure, recreation and cultural enrichment. Content areas will be selected on the basis of particular need, identified in cooperation with employers and learners.

Learner Support Services

A key element of educational access for adults is the provision of information about educational opportunities and of counseling services that help them assess their skills and objectives and match them with an appropriate learning plan. The AOU will provide such services through self-guided materials (print, videotape, interactive computer) supplemented by a decentralized and personalized two-way communication system primarily using the telephone.

A person near a study center might visit it frequently for meetings with a counselor or group sessions with other adults; a student in an isolated area might rely more heavily upon telephone or written contact.

Among the first priorities of the AOU is the development of a means for adults to assess their own educational goals and objectives, their present educational status, and their strengths and weaknesses in various academic areas. This service will assist the learner in drawing up an educational plan, in developing a portfolio of prior learning experiences to claim for credit, and in diagnosing particular academic strengths or deficiencies. Other support services to enrolled students will also be provided through a combination of packaged materials and individual assistance.

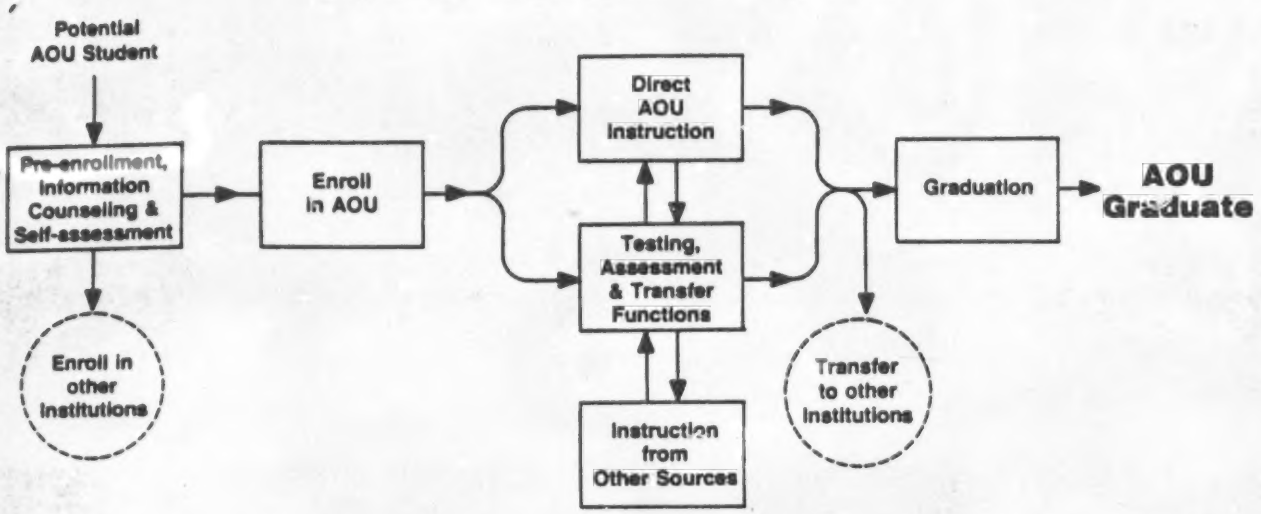
Student Paths

In contact with the AOU prior to enrollment, prospective students will have access to a variety of ways to accomplish two objectives: (1) obtain information about the AOU and other learning opportunities, and (2) receive guidance through a self-assessment process. Enrollment will take place by mail, by telephone or by computer via the terminal at the local study center.

A student seeking validation for prior learning will deal first with the testing and transfer services component. Working with a resource person or with self-guided materials, the student will develop a plan for credit validation, including presentation of transcripts, taking standard examinations, preparing for specialized examinations or presentation of documentation of non-collegiate learning. Some students will be able at this point to demonstrate that they have completed the requirements for an AOU degree, and thereupon be graduated. Others will have consolidated their past learning so that their additional requirements for a degree are clarified.

Students needing additional credit may proceed in several ways. They might study independently, with no instructional assistance from the AOU, validating their learning periodically through testing or other means. They might enroll in AOU-sponsored courses or take courses at other

AOU Student Paths



institutions as convenient and appropriate to the degree requirements. In any case, the Testing and Transfer Services will provide a continued measure of progress toward the degree and a final checkpoint to certify that all requirements have been met.

The chart at the top of the page illustrates the various student paths through an AOU degree program.

The student enrolled in AOU courses will encounter various delivery systems. For example, the student may enroll in an independent study course managed by computer. The course material will include a set of audiocassettes if appropriate, but beyond that will utilize media or computers only for optional exercises — perhaps two television programs on special subjects to be viewed on monitors at the study center, or a computer-based tutorial program in a math or science course. The student will receive a home-study packet with assignments, reading materials and self-assessment exercises. Periodic assignments will be mailed to the AOU for computer scoring and rapid response by mail, or the student may go to the study center to take these exercises on an interactive computer for immediate response. A course tutor will be available at the study center or by telephone or mail for special assistance.

Another course may be media-based. The format will still permit independent study and will be computer-managed, but the media component of the course will no longer be optional. In the case of a television-based course, the student will either go to the study center to view the lessons, or watch them at home if local broadcast or cablecast arrangements can be made. Testing and tutoring will be provided by mail and at the study center. In a computer-based course, the majority of the student's contact with the AOU will be through a computer terminal in a study center, or perhaps on a home microprocessor. Much of the tutoring, testing and scoring will be accomplished on the computer, with instantaneous response to the student. Telephone tutoring will always be available, and face-to-face contact, if required, will be available at the study center.

External Funding

The American Open University will begin enrolling students in September, 1982.

Phase I, with its Testing, Assessment and Transfer functions (and some instruction) will begin generating income at that time. Start-up costs of $1.3 million in the first year, will decline to $1 million in the second year and $400,000 in the third year, with income from tuition and fees to cover expenses thereafter.

Phase II, including a full range of instructional services, will be more costly, but will be initiated as additional resources become available.

Summary

By combining proven educational methods, using technology intelligently and offering services nationwide, the American Open University will prove cost-effective and self-sustaining after an initial start-up period of three to five years.

The University of Mid-America was founded in 1974 with funding provided by the National Institute of Education, private foundations and corporations. A private, not-for-profit corporation, it has pursued a mission of experimenting with nontraditional educational programs for adults.

UMA is governed by a constortium of 11 public universities. A staff of about 60, headquartered in Lincoln, Nebraska is engaged in producing multimedia instructional materials, conducting research into adult learning, distributing instructional materials to colleges, universities and other learning agencies throughout the nation, and planning for the American Open University.

For further information about the American Open University concept, contact Donald R. McNeil, President, University of Mid-America, 941 "O" Street, Lincoln, Nebraska 68508. Phone (402) 474-2300 or WATS: (800) 228-4572. Mailing address: P.O. Box 82006, Lincoln, Nebraska 68501.